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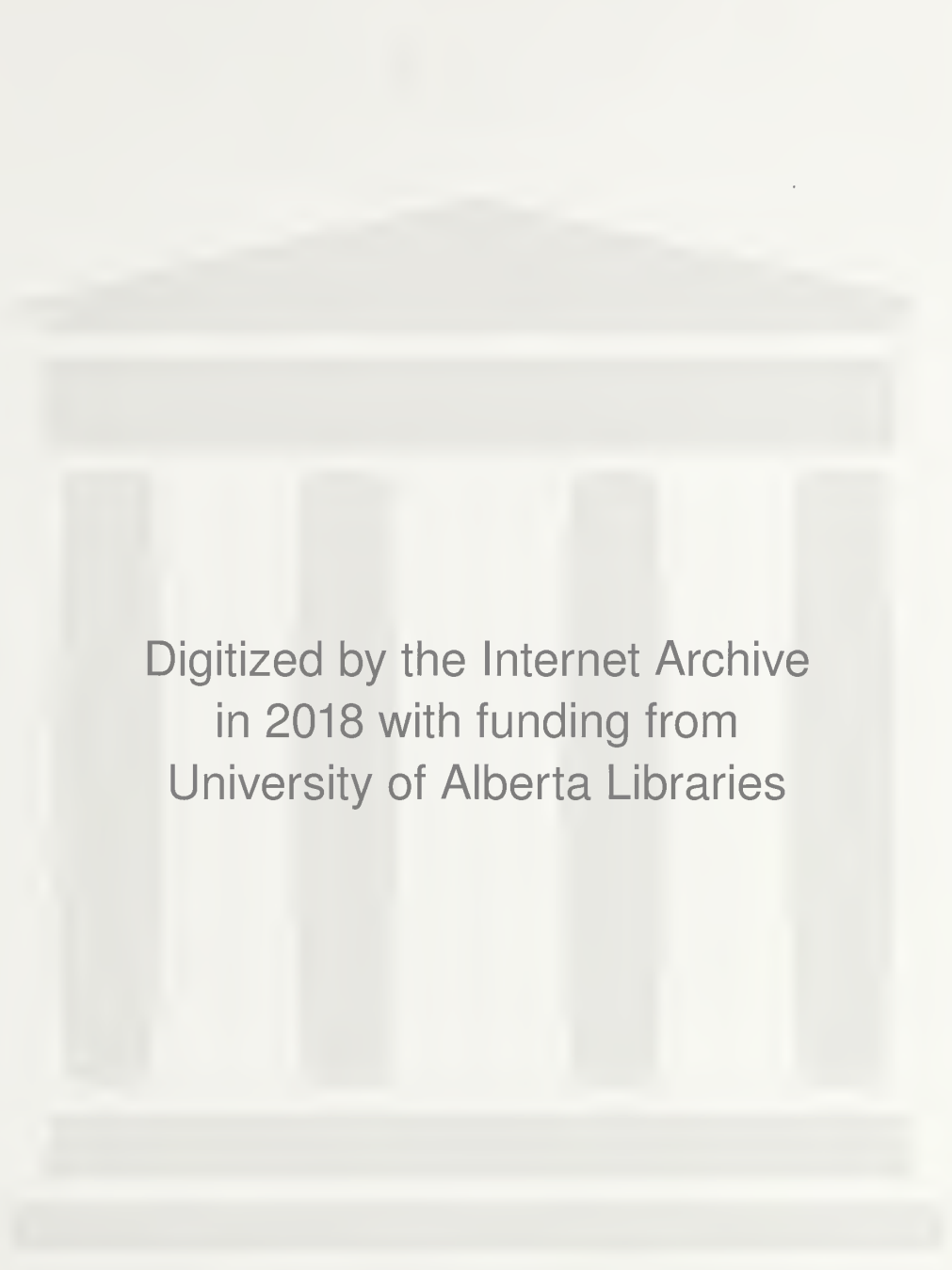
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THE UNIVERSITY OF ALBERTA

PUBLIC SUPPORT OF PRIVATE EDUCATION
AN ANALYSIS OF PRACTICE AND OPINION IN ALBERTA
AND BRITISH COLUMBIA

A THESIS
PRESENTED TO
THE DIVISION OF EDUCATIONAL ADMINISTRATION
THE FACULTY OF GRADUATE STUDIES
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IN PARTIAL FULFILMENT
OF THE REQUIREMENT FOR THE DEGREE
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by

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ABSTRACT

This study was designed to determine legal provisions regarding public support of private education, to determine to what extent private schools are presently supported by public funds, and to ascertain current thinking in regard to such support.

Research into legal documents of Alberta and British Columbia reveals that neither province has provisions for direct aid to private schools. In Alberta, private schools in unorganized territory can receive direct appropriations and grants for the conveyance of children, payment of tuition for its students, and property tax exemption or its equivalent. British Columbia private schools can receive public support through the provision of textbooks, property tax exemption, council grants in aid of a special contribution, and by providing salary grants for persons teaching in areas where no schools are established.

At present, public support of private education in Alberta and British Columbia is provided in the form of indirect aid, and is considered to be a benefit to the child rather than an aid to the school. Auxiliary services include the provision of crossing-guards, health services, library services, University Extension services, and textbooks in both provinces. In Alberta, provincial superintendents, administrative consultants, audio-visual aids, tests and measurements, departmental examinations, teachers' experience credit, transportation allowances, and regulatory controls are provided as an aid to private

schools. British Columbia private schools only receive the services of Departmental personnel upon request, and their students are always required to write departmental examinations.

This study reveals that current thought in regard to public support of private education differs between principals of private schools and superintendents of public schools, between Alberta superintendents and British Columbia superintendents, and between private school principals and public school superintendents in British Columbia. A high degree of consensus exists between the principals of private schools in Alberta and those in British Columbia. Principals of different parochial schools in Alberta are in general agreement, as are principals of Non-Catholic parochial and nonparochial schools in both Alberta and British Columbia. However, the study reveals opinions in regard to public support of private education as comprising the largest single area of conflict.

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CHAPTER	TABLE OF CONTENTS	PAGE
I.	INTRODUCTION AND PURPOSE	1
	Purpose	3
	Purposes of the Study	3
	Statement of Sub-Problems	4
	Definitions	4
	Public School	4
	Private School	4
	Nonparochial School	4
	Parochial School	5
	Catholic School	5
	Non-Catholic School	5
	Research Hypotheses	5
	Procedure	6
	Steps followed	6
	Instrument used	8
	Testing the Null Hypotheses	9
	Statistical test	9
	Significance Level	10
	Limitations	10
II.	RELATED LITERATURE	11
	Historical Background	11
	Purposes of Private Education	15
	Schools of protest	15
	Democracy and private schools	15

CHAPTER	PAGE
Common purposes	18
Parochial Schools	19
Nonparochial schools	21
Status of Private Schools	23
Establishment and Operation of private schools	23
Control of private schools	27
Public Support of Private Education	29
Arguments in Support of Public Aid	30
Equality	30
Justice	30
Reduction of public school load	31
Child welfare	32
Contribution	34
Arguments Opposed to Public Aid	34
Pay the price	34
Wasteful practice	35
Threat to public education	36
Separation of church and state	37
Threat to private education	38
Related Studies	38
Jones' study	38
Other studies	40
III. LEGAL PROVISIONS FOR PUBLIC SUPPORT OF PRIVATE EDUCATION	44
Direct aid	45

1. The first part of the paper discusses the importance of understanding the underlying mechanisms of the observed phenomena. This section highlights the need for a comprehensive approach that integrates various disciplines to address the complex nature of the problem.

2. The second part of the paper focuses on the development of a theoretical framework that can explain the observed data. This involves identifying the key variables and their interactions, and formulating hypotheses that can be tested experimentally.

3. The third part of the paper describes the experimental design and the methods used to collect and analyze the data. This section provides a detailed account of the procedures followed, ensuring the reproducibility and validity of the results.

4. The fourth part of the paper presents the results of the experiments and discusses their implications. This section compares the experimental findings with the theoretical predictions and highlights the areas where the model needs to be refined.

5. The fifth part of the paper concludes the study and outlines the future directions of research. This section emphasizes the importance of continued exploration and the need for interdisciplinary collaboration to advance the field.

6. The sixth part of the paper provides a summary of the key findings and their significance. This section serves as a concise overview of the entire study, highlighting the main contributions and the overall impact of the research.

7. The seventh part of the paper discusses the limitations of the study and the potential sources of error. This section acknowledges the constraints of the experimental setup and the limitations of the theoretical model, providing a balanced view of the research.

8. The eighth part of the paper offers a final conclusion and a perspective on the broader context of the research. This section reflects on the progress made and the challenges that remain, providing a forward-looking view of the field.

9. The ninth part of the paper includes a list of references and a list of figures. This section provides the necessary citations for the sources used in the study and a visual representation of the data presented.

10. The tenth part of the paper is a list of appendices. This section contains supplementary information that supports the main text, such as additional data, detailed calculations, and supplementary figures.

CHAPTER	PAGE
Indirect aid	47
Payment of tuition in private schools . . .	48
Exemption from payment of property taxes . .	48
Summary	51
IV. PRESENT PRACTICES OF PUBLIC SUPPORT OF PRIVATE EDUCATION . . .	52
Departmental Services	53
Supervisory services	53
Administrative services	53
Pupil Aids and Auxiliary Services	54
Health services	54
Library services	55
Audio-visual aids	56
Tests and Measurements	56
Provincial textbooks.	57
Transportation	58
Teacher Services and School Control	58
Teachers' pension plans	58
Teachers' experience credited	59
Provincial control	59
Other types of public aid	60
Summary	60
V. CURRENT THINKING IN REGARD TO PUBLIC SUPPORT OF PRIVATE EDUCATION . . .	62
Procedure and Returns	62

0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99

6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

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CHAPTER	PAGE
Procedure	62
Returns	63
Statistical Analysis	64
Opinion of administrators of private and public schools in both provinces . .	66
Opinion of administrators of private schools in Alberta and British Columbia	69
Opinion of administrators of public schools in Alberta and British Columbia . . .	69
Opinion of administrators of private and public schools in Alberta	72
Opinion of administrators of Catholic and Non-Catholic private schools in Alberta	75
Opinion of administrators of Catholic and Non-Catholic parochial schools in Alberta	75
Opinion of administrators of Non-Catholic parochial and nonparochial schools in Alberta	76
Opinion of administrators of private and public schools in British Columbia .	76
Opinion of administrators of Catholic and Non-Catholic private schools in British Columbia	79
Opinion of administrators of Catholic and Non-Catholic parochial schools in British Columbia	79
Opinion of administrators of Non-Catholic parochial and nonparochial schools in British Columbia	80
Summary of the Findings	80
Full provincial support	81

CHAPTER		PAGE
	Partial aid only	82
	Local district taxation	83
	Property tax-exemption	84
	Courses of study	85
	Supervisory services	85
	Administrative services	87
	Health services	87
	Library services	88
	Audio-visual aids	89
	Tests and measurements	89
	Provincial textbooks	89
	Transportation	90
	Teachers' pension plans	91
	Experience credited	91
	Provincial control	92
	Public school agency jurisdiction . . .	94
	Additional comments	95
	Summary	97
VI.	SUMMARY	100
	Summary	100
	Legal provisions	100
	Present practices	101
	Current opinion	102

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CHAPTER	PAGE
BIBLIOGRAPHY	106
APPENDIX A	112
APPENDIX B	116
APPENDIX C	126
APPENDIX D	129
APPENDIX E	132

LIST OF TABLES

TABLE		PAGE
I.	TOTAL NUMBER OF QUESTIONNAIRES SENT TO ADMINISTRATORS AND THE PERCENTAGE OF RETURNS	63
II.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN BOTH PROVINCES IN REGARD TO PAROCHIAL SCHOOL SUPPORT	67
III.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN BOTH PROVINCES IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT	68
IV.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PUBLIC SCHOOLS IN ALBERTA AND BRITISH COLUMBIA IN REGARD TO PAROCHIAL SCHOOL SUPPORT	70
V.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PUBLIC SCHOOLS IN ALBERTA AND BRITISH COLUMBIA IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT	71
VI.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN ALBERTA IN REGARD TO PAROCHIAL SCHOOL SUPPORT	73
VII.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN ALBERTA IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT	74
VIII.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN BRITISH COLUMBIA IN REGARD TO PAROCHIAL SCHOOL SUPPORT	77
IX.	COMPARISON OF THE OPINION OF ADMINISTRATORS OF PRIVATE AND PUBLIC SCHOOLS IN BRITISH COLUMBIA IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT	78

CHAPTER I

INTRODUCTION AND PURPOSE

Nationally speaking, education is completely decentralized in Canada. The responsibility for the organization and administration of education is awarded to the provinces in section 93 of the British North America Act. Except for the limitations designed to protect the existence of denominational or separate schools legally established by religious minorities at the time of confederation, and the power of disallowance of the federal government, provincial authority in education is plenary and unquestioned. Yet it is true that the family, the church, and the state all claim control of education. In fact, however, it remains the function of the provincial government and its administrative agents locally to effect an adequate educational program.

Provincial governments have met this responsibility in the establishment of free public school systems. Laws of compulsory attendance are designed to ensure the education of each child and thus to fit him to become a useful and intelligent citizen in adult life. All provinces, however, have provisions whereby the child may satisfy this requirement by obtaining an education by some other means. Private schools provide this basic educational training for a segment of the total population.

The history of the private school in Canada is as old as the country itself. Early educational efforts were initiated by the

church and its missionaries among the first settlers. Rev. Lahey suggests that the history of Canadian private schools is " meshed with the history of ethnological groups of settlers . . each of which was possessed of a strong idealism."¹ Although public schools were designed to meet the educational needs of all of the nation's children, private schools still continued to operate. The Dominion Bureau of Statistics suggests the extent to which the private school contributes to the educational development of the children of Canada today.² In 1959, 161,689 children were taught by 8,362 teachers in 1,174 private elementary and secondary schools. Although the greatest portion of these children were in Eastern Canada, 5,471 and 15,811 were enrolled in private schools in Alberta and British Columbia, respectively.

There are two kinds of private schools in Canada today, parochial and nonparochial. Religious freedom finds its expression in the parochial schools. The objective of church-related private schools, according to Lahey, is to:

. . . assist in the development of the spiritual needs of each student not only in the development of the mind but also in that of the will and the concomitant personal responsibility attending it.³

¹G. F. Lahey, "The Private Schools," Canadian Education Today. J. Katz, editor. Toronto: McGraw-Hill Book Co., 1956, pp.138.

²Dominion Bureau of Statistics. Canada Yearbook 1960. Queen's Printer and Controller of Stationery, Ottawa, 1960, p. 383.

³Lahey, op. cit., p. 143.

Nonparochial or independent private schools are dedicated to another ideal. The best argument for the existence of independent schools, says Johnson, is that:

. . . they are free from the inertia and the restraints which enthrall public education and that they are free to employ, and sometimes committed to the employment of unusual, promising approaches which are not yet generally accepted in the public schools.⁴

Both the parochial and the nonparochial private schools are concerned primarily with the individual, as over against the concern of the public school with the masses.

I. PURPOSE

Purposes of the Study.

1. To determine legal provisions regarding public aid to private elementary and secondary schools in Alberta and British Columbia.
2. To determine to what extent private elementary and secondary schools in Alberta and British Columbia are supported by public funds, directly, or indirectly.
3. To ascertain what is current thinking in regard to such support as reported by the principals of parochial and nonparochial private schools, and the superintendents of public schools in these two provinces.

⁴L. H. Johnson. "Unemphasized Aspects of the Independent-School Question," School and Society LXXXVII (May, 1959), p. 240.

Statement of Sub-Problems. In order to evaluate current thinking in regard to public support of private education, the following sub-problems will be considered:

1. Does current thinking in regard to public support of private education differ significantly from Alberta to British Columbia?
2. Does current thinking in regard to public support of private education differ significantly among the administrators within Alberta?
3. Does current thinking in regard to public support of private education differ significantly among the administrators of British Columbia?

II. DEFINITIONS

Public School. A public school is established, under law; supported by public taxation; and conducted without denominational bias. A separate school is a public school of a special kind, established, under law, by a religious minority, and tax-supported.

Private School. A private school is established and controlled by a minority group which does not wish to send its children to the provincial public schools. It is not provided for in the legal statutes of these two provinces but is "tolerated" by provincial governments and does not receive the support of public taxation. The private school supporters are not excused from the payment of public school taxes.

Nonparochial School. A nonparochial school is one kind of a private school, namely an independent private school which has no

denominational bias.

Parochial School. A parochial school is another kind of a private school, namely a denominational private school.

Catholic School. A Catholic school, in this study, refers to a Roman Catholic parochial private school.

Non-Catholic School. A non-Catholic school, in this study, refers to a Protestant, Jewish, or nonparochial private school.

III. RESEARCH HYPOTHESES

The sub-problems of this study were analyzed statistically in an attempt to discover significant differences among the opinions of the respondents. This study was designed to test hypotheses which fall into three categories: those which compare the opinions of different groups of administrators of both provinces, those which compare the opinions of the administrators within Alberta, and those which compare the opinions of the administrators within British Columbia. The research hypotheses follow:

In the matter of public support of private education there is a difference of opinion between:-

A. 1. Principals of private schools in Alberta and British Columbia and superintendents of public schools in Alberta and British Columbia.

2. Principals of private schools in Alberta, and principals of private schools in British Columbia.

3. Superintendents of public schools in Alberta, and

superintendents of public schools in British Columbia.

B. 4. Principals of private schools in Alberta, and superintendents of public schools in Alberta.

5. Principals of Catholic parochial schools in Alberta, and principals of Non-Catholic private schools in Alberta.

6. Principals of Catholic parochial schools in Alberta, and principals of Non-Catholic parochial schools in Alberta.

7. Principals of Non-Catholic parochial schools in Alberta, and principals of nonparochial schools in Alberta.

C. 8. Principals of private schools in British Columbia, and superintendents of public schools in British Columbia.

9. Principals of Catholic parochial schools in British Columbia, and principals of Non-Catholic private schools in British Columbia.

10. Principals of Catholic parochial schools in British Columbia, and principals of Non-Catholic parochial schools in British Columbia.

11. Principals of Non-Catholic parochial schools in British Columbia, and principals of nonparochial schools in British Columbia.

IV. PROCEDURE

Steps followed. Three major steps were undertaken to carry out this study.

1. The legal provisions which pertain to public support of private

education in Alberta and British Columbia were determined by research in the legal documents of the two provinces. These included:

(a) certain portions of the British North America Act and its amendments, (b) the Acts or Orders in Council admitting these provinces to the federation, (c) the School Acts of the two provinces, and (d) the regulations of the Departments of Education.

2. Interviews were conducted with Department of Education personnel in Edmonton and Victoria to corroborate the research in the legal documents and to determine to what extent private education is currently supported by public funds, directly or indirectly.

3. To determine current thinking in regard to public support of private education, a questionnaire was sent to the principals of private schools, and the superintendents of public schools in Alberta and British Columbia. The sample included the principals of private, elementary and secondary schools in Alberta and British Columbia and the superintendents of public schools in the two provinces. The choice of superintendents was influenced by the consideration that these administrators are professional persons who are more informed about private schools than are public school principals.

The names and addresses of the private school principals and public school superintendents were obtained through the cooperation of the Departments of Education at Edmonton and Victoria.

Instrument used.⁵ A questionnaire was designed to ascertain current thinking in regard to public support of private education. This questionnaire was similar in content to one which was used successfully by Jones in a research study at the University of Southern California.⁶ In collaboration with university personnel, this questionnaire was revised and enlarged for this study, in an attempt to meet the local conditions in Alberta and British Columbia.

Except for minor alterations in phraseology, items 1-6, 8, 12, 13, 16-18, of the present questionnaire are identical to corresponding items of the instrument which Jones used to determine the opinion of administrators in his study. Similarly, items 7, 9, and 10, are similar to items of the instrument which Jones used to determine practices in the United States. Items 11, 14, and 15, appear as original items in this study. These items were designed to deal specifically with current issues in private education in Alberta and British Columbia.

The questionnaire was a free response or "open-end" type which encouraged the respondents to express their comments or reasons for their views. The dual nature of each questionnaire item was

⁵See Appendix A for the questionnaire and the covering letter which were sent to the principals of private schools and the superintendents of public schools in Alberta and British Columbia.

⁶Robert D. Jones, "An Analysis of Public Support of Private Schools." Microfilmed D. Ed. Dissertation, University of Southern California, 1956.

designed to provide for a differentiation in opinion regarding public support of parochial and nonparochial schools.

The data from the questionnaire were used to test the hypotheses of this study.

V. TESTING THE NULL HYPOTHESES

Statistical test. The contingency coefficient C was used to measure the extent of association or relation between the two sets of opinion in each hypothesis. It was used because the data were in a nominal scale only and because it makes no assumptions about the shape of the population of scores under study. Since a 2×2 table was used in testing each of the hypotheses, the size of C yields an index of correlation which is a good estimate of r .⁷

To test the null hypotheses, the C was converted to a χ^2 value. It was then determined whether an observed C differed significantly from chance by determining whether chi-square for the data was significant. Yates' correction for continuity was used in testing the data.⁸

If in testing any one hypothesis, more than 20 per cent of the cells had an expected frequency of less than 5 or if any cell had an

⁷S. Siegel, Nonparametric Statistics For the Behavioral Sciences (New York: McGraw-Hill Book Co. Ltd., 1956), pp. 196-202.

⁸H. E. Garrett, Statistics in Psychology and Education (New York: Longmans, Green And Co., 1958), pp. 253-266.

expected frequency of less than 1, Fisher's Exact Probability Test was used.⁹

Significance Level. The .05 level of significance was used in testing the hypotheses. A two-tailed test of significance was used in the analysis.

VI. LIMITATIONS

1. This study concerns itself only with schools in Alberta and British Columbia. It will have implications for school systems elsewhere only to the extent that similar conditions prevail.

2. This study uses the opinions of superintendents of public schools to represent the opinions of administrators of public schools. The conclusions will be generally applicable only to the extent that public school superintendents reflect the opinion of public school administrators.

3. This study is limited to an analysis of private elementary and secondary schools. No attempt is made to determine anything about other private schools. (For example, Kindergarten schools, schools for the Handicapped, Vocational schools, schools of Higher Learning, etc.).

⁹Siegel, op. cit., pp. 96-104.

CHAPTER II

RELATED LITERATURE

Although the public school has been the primary concern of the researcher in education, the private school has enjoyed considerable attention of the theorist in education. Educators have been persistent and vociferous both in the attack and the support of private education.

The literature will be considered under these five headings: historical background, purposes of private education, status of private schools, public support of private education, and related studies.

I. HISTORICAL BACKGROUND

The Canadian West has a history all of its own. The explorers and the fur-trappers, now on water and now on land, were the first white men to traverse its vastness. Tales of their adventures soon lured pioneers to attempt settlement on the virgin land. These hardy settlers faced many hardships and deprivations. Among the latter was a lack of formal education in reading, writing, and arithmetic.

British influences together with the advent of missionaries soon resulted in the opening of private schools for the children of pioneer families. Sparby credits the missionaries with the pioneer work in education in the Canadian West.¹

¹Harry T. Sparby, "A History of the Alberta School System to 1925" Microfilmed Ph. D. Dissertation, Stanford University, 1958, p. 18.

Goresky also pays tribute to the educational efforts of the missionaries:

The early history of education in that part of the North-West Territories which is now Alberta is the history of the early missionaries and of the missions established by them.²

The private school was the setting for the educational beginnings in the Canadian West.

The establishment of the public school system was an attempt to meet the educational needs of the masses. Interestingly, the early operation of public schools was patterned after that of the private school. MacLaurin cites from the Proceedings of the Board of Education:

Midsummer vacation to be made to coincide as far as possible with the harvest in the country districts, and with the reopening of the private schools after the vacation, in the towns.³

Although the private school was intricately interwoven with the historical development of education in Alberta and British Columbia, it never became a part of the public school system in either province. In Alberta, however, there is provision for denominational education through the separate schools.

Since its earliest beginnings, organized public education has provided for separate schools in Alberta. Although a dual system of

²Isidore Goresky, "The Beginning and Growth of The Alberta School System" (unpublished Master's thesis, University of Alberta, Edmonton, 1944), p. 1.

³Donald Leslie MacLaurin, "The History of Education in the Crown Colonies of Vancouver Island and British Columbia and in The Province of British Columbia", Microfilmed Ph. D. Dissertation, University of Washington, 1936.

administration, similar to that of Quebec, was initially outlined, the present system is modeled after the system of Ontario.⁴

The first school in a district is always a public school. Upon the request of the ratepayers of the religious minority in the district, either Roman Catholic or Protestant, a separate school district may be established.⁵ Since the "Protestant" faith does not constitute a denomination, it would be incorrect to refer to separate schools as denominational schools. Catholic separate schools and Catholic public schools (in districts where Protestants have established separate schools), however, may be referred to as denominational, or church-related schools. Separate schools enjoy the same status as the public schools of the province.

Other religious minorities in Alberta do not have the right to establish "separate" schools. Consequently, a number of churches have established private parochial schools within the province. These schools, together with other private schools, are separate from the educational system of this province.

British Columbia has maintained a non-sectarian public school system. Governor Seymour alluded to the reasons for maintaining such a system:

⁴For a comprehensive treatment of the growth of Separate Schools in Alberta see Sister L. A. Hochstein F.C.J., "Roman Catholic Separate and Public Schools in Alberta" (unpublished Master's thesis, 1954).

⁵For a detailed analysis of the Separate School Question in Canada, see George M. Weir, The Separate School Question in Canada, (Toronto: Ryerson Press, 1934).

The government has not undertaken to prove to the Jews that the Messiah has indeed arrived; to rob the Roman Catholic in his belief in the merciful intercession of the Blessed Virgin; to give special support to the Church of England; to mitigate the acidity of the Calvinistic doctrines of some Protestant believers; or to determine, authoritatively, the number of the Sacraments. Therefore, the Governor is of the opinion that when the time comes for the establishment of a larger Common School, religious teaching ought not to be allowed to intrude. It is vain to say that there are certain elementary matters in which all Christians, leaving out the Jews, must agree. It is merely calling upon a man picked up at random, allured by a trifling salary, to do what the whole religious wisdom, feeling, and affection of the world has not yet done.⁶

British Columbia has no provision for separate schools. Its schools are free and non-sectarian. In spite of this factor, however, private schools did receive some consideration by the early Government of the province. MacLaurin quotes from the Journals of the Legislative Council of B.C., 1867, which state: "But there were Denominational Schools, also, to which the Government contributed, but in a moderate degree."⁷ Just as other private schools, these denominational schools were outside of the provincial educational system.

⁶MacLaurin, op. cit., p. 71.

⁷Ibid., p. 72.

II. PURPOSES OF PRIVATE EDUCATION

Private schools, as opposed to public schools, are independent institutions. They may be operated by churches, organizations, or individuals. Some of these schools are open to all children; others restrict their enrolment of students to children of a specific religion, sex, or class of people. Private schools may be residential or day schools. While the majority of private schools operate as non-profit institutions, tuition fees are quite common. In spite of many variations, however, private schools do have some common purposes.

Schools of protest. Private education rests on the premise that individuals or groups are free "to protest against the public schools and to express this protest through independently controlled educational agencies . . ."⁸ Private schools often are schools of protest. They seek to rectify or supplement public school offerings. Parents who disagree with official educational policy can express their disagreement through the support of private schools.

Democracy and private schools. Does the support of private education pose a threat to democracy? Dewey refers to its "obvious dangers to democracy" and to the "divisiveness" which it engenders.⁹

⁸ Arthur B. Moehlman, "Undivided School Support Essential," Nation's Schools, XXXV (March, 1945), 19.

⁹ John Dewey, "S. 2499 Its Antidemocratic Implications," Nation's Schools, XXXIX (March, 1947), 20, 21.

Is the private school an antidemocratic institution? Brickman contends:

If we are truly interested in the growth and development of a genuinely democratic nation which reflects the interests, ideals, and aspirations of its diversified population, then we need the private as well as the public school.¹⁰

And if, as Ronning suggests, "the only basis on which a private school...should be tolerated is the contribution it makes to the training of democratic citizens,"¹¹ then it appears that the private school does contribute to the growth of democracy.

Thomas lays another charge against supporters of private schools. He says:

This group has chosen to reject one part of American democracy and is willing to withdraw an age group from the main stream of society for a period of years. Acceptance of this principle means that groups can choose what part of a democracy they wish to support, and may reject its services or help to destroy its vitality and cohesiveness.¹²

Proponents of private education dispute the charge that it is undemocratic to support nonpublic schools. Reinert maintains that private schools are a natural outgrowth of democratic thought, when he says:

¹⁰William W. Brickman, "Church, State, and School," School and Society, LXXXV (April, 1957), 127.

¹¹Chester A. Ronning, "A Study of An Alberta Protestant Private School, The Camrose Lutheran College, A Residential High School" (unpublished Master's thesis, University of Alberta, Edmonton, 1942), p. 205.

¹²Maurice J. Thomas, "Voluntary Religious Isolation--Another School Segregation Story," Phi Delta Kappan, XL (June, 1959), 348.

Educational flexibility, based on the fact that all men are created equal in origin, rights, and destiny, but amazingly different in abilities, skills, motivations, desires, and interests, is not undemocratic in spirit but the logical conclusion of a maturing concept of American freedom in education.¹³

Provided that "the teachings in such institutions are not anti-social in their character and are in accord with the spirit of the fundamental law of the land,"¹⁴ Chapman and Counts contend that:

...liberty of thought and of conscience requires the granting of practically complete freedom to any group of citizens to establish schools for the perpetuation of any set of doctrines sincerely held.¹⁵

Gorman maintains that "the parental right is nevertheless prior to the social right and, a fortiori, to any governmental right."¹⁶ (Italics in the original) Democracy itself assures the right of dissent.

Champions of the public school assert that the democratic cause is best served by a system of public schools. Lekachman states:

The heart of the case for the public school is not alone that it makes democracy more workable, but also that it encourages the free formation of many kinds of belief and many varieties of commitment.¹⁷

¹³Paul C. Reinert, "Freedom in American Education," School and Society, LXXXVII (November, 1959), 473.

¹⁴J. C. Chapman and G. S. Counts, "Types of Private Schools and Reasons for Them," Eclectic Philosophy of Education, J. S. Brubacher, editor (Englewood Cliffs: Prentice-Hall, Inc., 1951), p. 287.

¹⁵Ibid., p. 286.

¹⁶William Gorman, "A Case of Distributive Justice," Religion and the Schools (New York: The Fund for the Republic, 1959), p. 41.

¹⁷Robert Lekachman, "An Unreligious View," Religion and the Schools (New York: The Fund for the Republic, 1959), p. 85.

Precisely these "many kinds of belief", it seems, find expression through private education. In a sense, one could say that the private school has its roots in the diversity of thought which is fostered by public education. The provision for private education, according to Van Dusen, "increases the freedom of choice of the individual or the family unit."¹⁸ And in so doing, it contributes to the growth of democratic living.

Common purposes. What are the common purposes of private education? Heely contends that the nonpublic school "regards its function as consistent with and complementary to the function of public education".¹⁹ "Private schools supplement the academic instruction offered in public schools. They provide unusually fine opportunities for students to do their best by maintaining "small classes, freedom in choice of staff, counsellingship, and well-regulated community life".²⁰ The growth and well-being of the individual student is the greatest concern of the private institution. In speaking of the value of the private school, Rev. Lahey says:

It stands for an ideal which the public school cannot easily achieve, namely, the primacy of the individual as over against the mass-education which the public school, by definition, must pursue.²¹

¹⁸"Publicly Financed, Privately administered Schools," The School Review, LXIII (April, 1955), 191.

¹⁹Allan V. Heely, "The Case for Private Schools," School Executive LXXV (October, 1955), 21.

²⁰R. E. K. Rourke, "The Independent School: A Needed Contribution," Saturday Night LXX (October, 1954), 7.

²¹G. F. Lahey, "The Private Schools," Canadian Education Today, J. Katz, editor (Toronto: McGraw-Hill Book Co., 1956), p. 140.

Private schools may pursue one of several purposes. The Association of Private Schools of Alberta²² lists the following:

1. There are those whose deep religious convictions permeate their philosophy of education resulting in the need for a school which can arrange for religious education.
2. Private schools may sometimes be better suited for conducting experiments in curriculum, school administration, or teaching methods.
3. There are those minority groups in a society which desire a special type of education in addition to the standard requirements of the public school system.²³

Since this study concerns itself only with private elementary and secondary schools, the last-mentioned purpose will not be considered.

Parochial schools. There are many parochial schools in Alberta and British Columbia. These schools attempt to supplement academic instruction with religious training. The church-related private school is concerned "not only with the training of the mind but also the training of the soul of its students."²⁴ "Freedom for religion," writes Rourke, "is to me the most important asset of the independent school."²⁵ (Rourke was speaking of church-related schools).

The extracts which follow are characteristic of the language used by parochial schools to define their purposes.

²²The Association of Private Schools and Colleges of Alberta was established in 1958.

²³Association of Private Schools of Alberta, "Brief to the Royal Commission on Education in Alberta, re: Private Schools in Alberta" (April, 1958), p. 3. (Mimeographed.)

²⁴Lahey, op. cit., p. 141.

²⁵Rourke, op. cit., p. 8.

We are not entering in or continuing in the work of education because we wish to protest against the existing schools. It is rather that we wish to do something to train and educate our youth in full consistency with the Christian Faith which we strive in all things to confess.²⁶

We believe that to be a fit place for Christian students, it is necessary that all the teaching and the whole organization of the school, and its teachers, syllabus and text-books in every branch, be regulated by the Christian spirit, so that religion may be in every truth the foundation and crown of the youth's entire program.²⁷

It is therefore educationally or pedagogically unsound to exclude religious instruction from the child's daily schooling and to relegate it to after-school hours or Sunday morning...Lutherans ask for a tolerance of their profound convictions regarding true Christ-centered education.²⁸

Or as Rev. Walsh says, the aim of the parochial school is "to integrate, and not to separate, religion and education."²⁹

²⁶Edmonton Society for Christian Education, "Brief to the Royal Commission on Education in Alberta" (September, 1958), p. 6. (Mimeographed)

²⁷LeCollege Saint-Jean and L'Amicale Du College Saint-Jean, Brief to the Royal Commission on Education (March, 1959), p. 6. (Mimeographed).

²⁸Lutheran Educators in Alberta and British Columbia, "Brief to the Royal Commission on Education in Alberta, re: Lutheran Education in Alberta (April, 1958), pp. 3, 6. (Mimeographed.)

²⁹John E. Walsh, "The Parochial School: Partner or Pariah?" School and Society LXXI (April, 1950), 258.

He continues:

The parochial school orients all living within the pattern of divinely revealed truths, values, and standards. Within this pattern, character is stabilized through attitude and habit-formation in conformity with the divine law, and, all the highest potentialities of personality are liberated by a positive and profound ingress in divine law. Simply, the parochial school strives to make each pupil Christ-like. Society cannot help but benefit immensely; the inculcation of social and civic virtues is a necessary offshoot of this training.³⁰

Nonparochial schools. The independent or nonparochial private school has other than religious purposes. Its aim is frequently to "train good brains and good characters to think straight and, if possible, fast; and also to exert themselves in the service of society."³¹

Private institutions are relatively free from governmental control. A great service of independent schools lies in their utility as experimental schools. "The stimulation afforded by these differing aims and methods is a healthy influence on public education,"³² maintains Widen. "Many public school improvements," he continues, "have been based upon experimentation carried out in nonpublic schools."³³

³⁰Ibid., p. 260

³¹Heely, loc. cit.

³²Irwin Widen, "Federal Aid and the Church School Issue," Phi Delta Kappan, XXXVI (April, 1955), 271.

³³Ibid.

The private schools are also instrumental in transmitting the cultural heritage of a country. In the words of Beach and Wills:

Nonpublic educational institutions are and have always been a significant part of the Nation's total educational resources... They play an enormous role in transmitting our cultural heritage and enriching it. They make contributions at all levels of education and in all areas. They exert a tremendous influence in fashioning the American way of life.³⁴

And finally, the private school serves as a check to public education. Competition is wholesome in a democratic nation. This function of the private school is discussed aptly by Sherman, in the following:

The dual system of American education, consisting of both public and private schools, is absolutely necessary in a democracy. Irrespective of social distinctions, the public school offers opportunities to all those who should assume the duties of citizenship. On the other hand, the private school has a distinct role to play in American education if America is to remain a democracy; but it is seldom aware, to any great degree, of this very important and very vital part. One of its chief objectives may well be that of serving as a check on the absolute control of secondary (and elementary) education by the state. Every democracy needs this balance of educational control if it is to safeguard its existence, for absolute state domination of secondary education easily leads to excessive state authority and to the loss of fundamental individual rights.³⁵

³⁴Fred F. Beach and Robert F. Will, The State and Nonpublic Schools (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1958), p. 1.

³⁵J. Leonard Sherman, "Should Private Schools Be Subjected to Limited State Control?" School and Society, (September, 1939), 367.

The purposes of private education are akin to those of public education. To the extent that private education meets a need in society:- in supplementing public education in a religious or cultural way, in providing an experimental setting for new developments in education, or in serving as a check on public education - it serves a democratic function.

III. STATUS OF PRIVATE SCHOOLS

Both the legal provisions for the establishment and operation of private schools in Alberta and British Columbia and the literature pertaining to the control of private schools will be reviewed under this heading.

Establishment and Operation of private schools. Attendance in public schools in Alberta and British Columbia is compulsory for all children between the ages of seven and fifteen. The compulsory attendance section in the School Act of Alberta reads:

A child who has attained the full age of seven years and who has not yet attained the full age of fifteen years, unless excused for any of the reasons hereinafter mentioned, shall attend the school that he has a right to attend or that he is directed to attend, whenever it is in operation.³⁶

The Public School Act of British Columbia also directs the penalty for violating the compulsory attendance law as follows:

³⁶ Alberta. The School Act. R.S.A. 1957, c. 297, s. 398 (1).

...and every parent or guardian who fails or neglects to cause such child under his care to attend some public school during the regular school hours every school-day is guilty of an offence and is liable, on summary conviction, to a fine not exceeding ten dollars, and each day's continuance of such failure or neglect shall constitute a separate offence.³⁷

Exemptions from compulsory attendance are provided for in both provinces. Attendance in private schools constitutes a good defence for exemption under the following clauses in Alberta and British Columbia, respectively:

...an inspector certifies in writing that the child is under efficient instruction at home or elsewhere.³⁸

...That a child is being educated by some other means satisfactory to the Justice or tribunal before whom the prosecution takes place.³⁹

The difference between these clauses of exemption is significant. In Alberta the responsibility of ruling on the efficiency of instruction "at home or elsewhere" lies with the inspector, an official of the Department of Education; in British Columbia this responsibility rests with the Justice or Tribunal, members of the legal profession. Alberta law requires a written statement of exemption for the child; British Columbia law demands a decision on

³⁷British Columbia. The Public School Act. R.S.B.C. 1958, c. 42, s. 121 (1).

³⁸Alberta, op. cit., s. 398 (2a).

³⁹British Columbia, op. cit., s. 121 (2a).

the child's education only upon the prosecution of a case.

The status of private schools in Alberta is further defined by the Department of Education Act. Section eight of the said Act is reproduced below:

(1) In this section "private school" means a school other than a school as defined in section 2 that offers or purports to offer instruction in courses established by the Department or courses substantially the same.

(2) The Lieutenant Governor in Council may make regulations governing the establishment, operation and supervision of private schools.

(3) No person shall operate a school until it has been approved by the Minister.

(4) A person violating the provision of subsection (3) is guilty of an offence and liable on summary conviction to a fine of not less than twenty-five dollars nor more than two hundred dollars.⁴⁰

This act merely defines private schools, indicates that private schools are subject to the discretionary powers of the Lieutenant Governor, points out the need for the approval of the Minister, and directs the penalty for those who violate the Act.

The Department of Education regulations governing the establishment and operation of private schools in Alberta were made by Order-in-Council No. 4/46.⁴¹ Application for permission to establish a private school must be made under section 3 of the regulations.⁴² The

⁴⁰ Alberta. The Department of Education Act. R.S.A. 1957, c. 95, s. 8.

⁴¹ See Appendix B for a copy of O/c No. 4/46.

⁴² See Appendix B for a copy of Application for Private School.

regulations also govern building requirements, program of studies, teacher qualifications, school inspections, and other similar matters.⁴³ The Department also requires private schools to apply annually for renewal of authority to operate.⁴⁴ In this way, the Department of Education is able to regulate the operation of private schools in the province.

The Department of Education of the Government of British Columbia does not exercise such regulatory controls over private schools in its province. Neither the Public Schools Act nor the Department of Education Act makes reference to private elementary and secondary education. There are no regulations that govern the establishment and operation of private schools in British Columbia, other than as suggested by the exemption clause of the compulsory attendance law. It is only by the good-will of the government that nonpublic schools operate in this province.

The status of private schools in Alberta and British Columbia is ill-defined. Private schools enjoy only a rather tenuous relationship with the governments of their provinces, since Ministerial action could result in their suspension.

Private school administrators are cognizant of these facts. The following extracts reflect this awareness:

⁴³See Appendix B for a copy of Minimum Qualifications for Teachers in private schools of Alberta.

⁴⁴See Appendix B for a copy of the Application for Renewal of Authority to Operate a Private School and the Letter of Approval.

....the Department of Education does not seem to have adopted a definite attitude toward this type of school.⁴⁵

We respectfully submit that the regulations by order-in-council and the legal provisions of the School Act with respect to private schools is inadequate in that no clearly-stated frame of reference is articulated for the establishment, conduct, or closing of a private school.⁴⁶

Lutherans ask for ...a more equitable recognition of all private schools under the law of Alberta.⁴⁷

Private educators are seeking to clarify the status of their schools. Legal provision for private education would increase the stability of private schools. What should be the relationship of the private school to the public school system? Should private education be subject to a degree of control of the Departments of Education?

Control of private schools. One of the reasons advanced for such control concerns the responsibility of the provincial government to provide an adequate educational opportunity to all educable children of a specified age range within the province. If the compulsory attendance law can be met by attendance in a private institution, then the Department must satisfy itself that such education is adequate. Hunt maintains that:

⁴⁵Ronning, op. cit., p. 2.

⁴⁶Association of Private Schools of Alberta, op. cit., p. 5.

⁴⁷Lutheran Educators in Alberta and British Columbia, op. cit., p. 6.

It is the responsibility of the state to guarantee to each child a program of minimum standards in the basic skills of learning and to require attendance in conformity with the compulsory school attendance laws of the state.

It is expected that state agencies will enforce for all children minimum health and safety standards, instruction to secure facility in use of the English language, standards which guarantee promotion of American ideals, and adequate reporting. Visitations and inspections of church-related schools by state personnel in regard to the above standards is essential.⁴⁸

The provincial responsibility for maintaining a program of minimum standards suggests the need for at least a measure of control of private schools.

Another reason for governmental control of private schools can be found in the literature. Ronning contends that: "State control is essential for the protection of the public against people who would prostitute or commercialize education."⁵⁰ A democratic government must exercise its police power to ensure the maintenance of freedom of thought and practice. This police power must protect the public from antisocial and undemocratic institutions. It is in the true interest of private schools that the government exercise its police power.

In the absence of statutory control, Kohlbrenner suggests that

⁴⁸R. L. Hunt, editor, "Christian and Public Schools: Some Specific Problems," Phi Delta Kappan, XL (May, 1959), 335.

⁴⁹Ronning, op. cit., p. 211.

"private schools might well consider voluntary adherence to regulatory controls".⁵⁰ Adherence to regulatory controls would probably effect a raising of standards in the private school. If such is the case, it would be to the benefit of the private school to conform to these controls.

IV. PUBLIC SUPPORT OF PRIVATE EDUCATION

The financing of private education constitutes one of the greatest problems of the private school. Lack of funds creates hardships for staff and students alike. The expenses of maintaining a competent staff, modern science equipment, adequate library services, and recreational facilities (to say nothing of the up-keep of buildings and grounds), tax the private school's budget to the limit. Tuition fees, membership contributions, fund campaigns, and other sources of revenue are often insufficient to meet operating costs. The financial burden of the private school has prompted another look at the financing of private education. The matter of public support of private education is a current issue in the United States.⁵¹ In the following

⁵⁰B. J. Kohlbrenner, "Some Practical Aspects of the Public Character of Private Education," School and Society, LXXXVI (October, 1958), 351.

⁵¹S. 2499 (Murray-Morse-Pepper, Bill), 1947 U.S. Legislation, which provides Federal funds for auxiliary services to parochial schools as part of the Federal aid program to education, was opposed by John K. Norton, Calvin Grieder, Frederick H. Bair, John Dewey, Lee M. Thurston, Bishop G. Bromley, Oxnam, William H. Kilpatrick, Paul Rehms, Boyd H. Bode, Edwin Wilson, and Arvid J. Burks. For their reasons, as well as for the reasons of Selma Borchardt, Earl R. Sifert, Willard B. Spalding, Francis J. Donohm, and Rev. William E. McManus for supporting this bill, see Nation's Schools, volume 39, January to June, 1947.

paragraphs, arguments in favour of and opposed to such support will be reviewed.

Arguments in Support of Public Aid.

Equality. One of the most common reasons advanced for public support of private education concerns the compulsory attendance law. Gorman contends that; "A compulsory law would have to be followed by arrangements that equalize the capacities of parents to obey it."⁵² And if, as is the case in Alberta and British Columbia, the compulsory attendance law can be satisfied by private education, then it is the responsibility of the Department of Education to equalize educational opportunities for all children. Or as Borchardt states:

...if a parent chooses to send his child to a nonpublic school and attendance at such school satisfies the state's compulsory attendance law, the parent may ethically ask that the child in this school be permitted to enjoy certain privileges granted to other children educated at public expense.⁵³

Justice. Justice demands public support of private education, according to Rev. Walsh, who says:

Simple justice requires that parochial-school children should not be deprived of child-centered, non-educational services just because they attend a parochial school.⁵⁴

⁵²Gorman, op. cit., p. 42.

⁵³Selma Borchardt, "S. 2499 Would Benefit All," Nation's Schools, XXXIX (January, 1947), 26.

⁵⁴Walsh, op. cit., p. 262.

The government is "morally obligated to provide an education satisfactory to the parents," writes Donohue, "and, hence, to provide a Catholic education for Catholic children."⁵⁵ The right to private education is no right at all if it carries with it a loss of enabling support. This thought is developed by Gorman in the following:

Attaching a forfeiture of enabling aid to reasonable dissent against a governmental monopoly of school administration is unjust. It would be using a principle of discrimination not rationally relevant to the substance and purpose of the compulsory law which led to the issue of distributive justice. Such a legally attached forfeiture would be an unjust abridgment of the fundamental parental right and, in the case of the religious parent, a compounded abridgment of his civil freedom of religion.⁵⁶

Private school supporters would like to retain the benefits of private education at public expense.

Reduction of public school load. The operation of private schools results in a substantial reduction of the public-school load. Does this factor warrant public support of private schools? It is just this fact, according to Brickman, that makes it "only proper that the state provide aid to parochial schools".⁵⁷ Johnson advances the same reason for public support of private education in the following:

⁵⁵Francis J. Donohue, "Catholic Church and Public Schools," School and Society, XXXV (March, 1945), 45.

⁵⁶Gorman, op. cit., p. 54.

⁵⁷William W. Brickman, "The School and The Church-State Question," School and Society, LXXI (May, 1950), 281.

The argument for such support--which seems to furnish the rationale for British policy in this matter--is that if the state allows the prescribed educational requirements to be met by attendance at church-related schools and makes available to them the machinery of compulsory school-attendance laws, it is only fair that a financial quid pro que (*italics in the original*) be provided out of public funds in return for the share thus borne by Catholics of the cost of the general education program.⁵⁸

The private school simply asks for its "share" of the tax-payers' money.

Child welfare. A consideration for the welfare of the nonpublic-school child is another reason advanced for public support of private education. Fishman contends that he sees such support "as a legitimate concern for the health and welfare of innocent children."⁵⁹ Not the school, but the child benefits by such support. The same principle is supported by Sifert, who suggests that "per capita support (be) given to their institutions, whether private or public," on behalf of all school children.⁶⁰

The "child-benefit" theory has its origin in the American courts of law. Several courts have upheld the action of school boards to use public funds for the provision of free textbooks and transpor-

⁵⁸F. Ernest Johnson, "A Problem of Culture," Religion and the Schools, (New York: The Fund for the Republic, 1959), p. 70.

⁵⁹J. A. Fishman, "The American Delimma of Publicly subsidized Pluralism," School and Society, LXXXVII (May, 1959), 266.

⁶⁰Earl R. Sifert, "S. 2499 Means a Fair Distribution of Funds on a per Pupil and an Equalization Basis," Nation's Schools, XXXIX (March, 1947), 22.

tation for private-school children. The following extracts of court opinions are of interest here:

The religion to which children of school age adhere to is not subject to control by the state; but the children themselves are subject to its control. If the pupil may fulfill its duty to the state by attending a parochial school it is difficult to see why the state may not fulfill its duty to the pupil by encouraging it "by all means suitable". The state is under duty to ignore the child's creed, but not its need. It cannot control what one child may think, but it can and must do all it can to teach the child how to think. The state which allows the pupil to subscribe to any religious creed should not, because of his exercise of this right, proscribe him from benefits common to all . . . The narrow construction contended for by complainants would compel the pupil to surrender use of his books when and because he elected to transfer from a public school to a qualified parochial school. Such would constitute a denial of equal privileges on sectarian grounds.⁶¹

Starting with the interest which the state is acknowledged to have in seeing that all children of school age acquire an education by attending some school, and the fact that they are complying with the law in going to such a school as the parochial school involved in this case, their accommodation in the buses appears to the court to be within the proper limits of enforcement of the duty imposed . . . The fact that the private schools, including parochial schools, receive a benefit from it could not prevent the Legislature's performing the public function.⁶²

⁶¹"The State and Sectarian Education," National Education Association Research Bulletin, XXXIV (December, 1956), 187, citing *Chance v. Mississippi State Textbook Rating and Purchasing Board*, 200 So. 706 (Miss. 1941), at 710, 713.

⁶²*Ibid.*, p. 188, citing *Board of Education v. Wheat*, 199 Atl. 628 (Md. 1938), at 632; followed with approval in *Adams v. County Commissioners*, 26A (2d). 377 (Md. 1942).

Contribution. Creegan advances another argument for public support of private schools. He suggests that it deserves such support on the basis of its contribution to society. Although private schools represent "different, and in some cases, conflicting viewpoints," he maintains that they also serve a "common interest."⁶³ He continues:

A way should be found to subsidize from tax sources the education of individuals in schools and colleges representing differing educational principles and procedures, but unified through common adherence to constitutional principles and common acceptance of segments of the curriculum mandated by public education authorities for the public welfare. Public inspection, no doubt, would be necessary to enforce these provisos. It is also reasonable to mandate the teaching of pluralistic principles in all tax-aided schools, not in the sense of indoctrination, but rather in that of explanation.⁶⁴

Arguments Opposed To Public Aid.

For each of the reasons advanced for public support of private education, there is also an argument advanced against such support. It should be understood that opponents to public support of private education are not necessarily opposed to private education in its own right.

Pay the price. "Parents who wish their children to receive their schooling integrally with their religious instruction," according to

⁶³R. F. Creegan, "Quality and Freedom Through Pluralism," School and Society, LXXXVII (May, 1959), 248.

⁶⁴Ibid., p. 249.

Wilson, should be "willing to pay the price" of such privileges.⁶⁵ 35

Oxnam asks, "Is it not the course of wisdom to maintain our rights to private education by supporting that education privately?"⁶⁶

Chworowsky is also of the opinion that: "Subsidized pluralism would increase the influence of government in our lives to the detriment of individual and group freedom."⁶⁷ When private education becomes depend upon public support, it loses its essential quality.

Wasteful practice. In reviewing the status of private education in the Netherlands, Boogaard suggests that public support of private schools is a costly and wasteful practice.⁶⁸ Burke contends that: "The maintenance of separate publicly financed schools increases overhead, precludes maximum use of plant personnel and materials, and duplicates services."⁶⁹ Thayer develops the same argument in the following:

To divide these (public) meager resources between public and private schools involves more than a mere reduction in the total amount of money now available to public education. As in the case of health services, it would invite wasteful methods of expenditure and duplication and overlapping of facilities in order to accommodate the decisions of numerous sects to maintain sectarian schools; for if we extend the privilege of dipping into public funds to one parochial group, we

⁶⁵ Edwin Wilson, "S. 2499 Would Defeat the Purposes of our Free School System," Nation's Schools, XXXIX (May, 1947), 28.

⁶⁶ G. B. Oxnam, "S. 2499. Shall the Public Support Parochial Schools?" Nation's Schools, XXXIX (March, 1947), 25.

⁶⁷ M. P. Chworowsky, "Subsidized Pluralism: Its Implications for Intergroup Relations," School and Society, LXXXVII (May, 1959), 260.

⁶⁸ Aalbert Boogaard, "Tax Money For Church Schools?" Phi Delta Kappan, XXXVI (April, 1955), 269-70+

⁶⁹ Arvid J. Burke, Financing Public Schools in the United States (New York: Harper Brothers, 1957), p. 233.

must yield to similar wishes on the part of another . . .

Not only would the appropriation of public funds to parochial schools deprive public schools of sadly needed resources; it would foster competition and rivalry for legislative favor.⁷⁰

This argument suggests that public support of private education results in waste, duplication of services, and competition for legislative favour.

Threat to public education. Another reason advanced in opposition to public support of private education concerns the effect of such support on the common purposes of public education. Moehlman maintains that:

To support non-public schools would distribute funds so widely among protest agencies that it might invalidate the common program, which is the first line of defense for preserving and improving democracy.⁷¹

Not only would common purposes of education be threatened, but such practices would result in the establishment of numerous private schools. In the opinion of Norton, the following state would be inevitable:

This would obviously weaken, if not destroy, public education as an instrument of understanding and reconciliation in a population of diverse origins and viewpoints. It would substitute a fragmented system of schools, with children segregated along sectarian lines. In spite of

⁷⁰V. T. Thayer, "Should Public Funds be Used for Non-Public Schools?" Educational Leadership, V (November, 1947), 87, 88.

⁷¹Arthur B. Moehlman, Social Interpretation (New York: D. Appelton Century Company, 1938), p. 45.

protestations to the contrary, this would increase divisiveness in a nation which has achieved freedom and diversity within a framework of unity.⁷²

Separation of church and state. The separation of church and state is advanced as another reason against public support of private education. Any assistance to nonpublic schools or related agencies, would be a departure "from our hard won separation of school and church," writes Calvin Grieder.⁷³ According to this view, education is the responsibility of the state; the church conducts a teaching program only as a part of its other "religious" activities. Religion and education must remain forever separate and distinct.⁷⁴

⁷²John K. Norton, "What Should be the Relation of Religion and Public Education," Teachers College Record, LVI (October, 1954), 15.

⁷³Calvin Grieder, "S. 2499 Would Nationalize our School System," Nation's Schools, XXXIX (February, 1947), 27.

⁷⁴The words of Mr. Justice Black in *Everson v. Board of Education* 330 U.S. 1 (1947), at 15, 16 are an interesting comment on the establishment of religion" clause of the First Amendment. He says: "Neither a state nor the Federal Government can set up a church. Neither can pass laws which aid one religion, aid all religions, or prefer one religion over another. Neither can force or influence a person to go or to remain away from church against his will or force him to profess a belief or disbelief in any religion. No person can be punished for entertaining or professing beliefs or disbeliefs, for church attendance or non-attendance. No tax in any amount, large or small, can be levied to support any religious activities or institutions, whatever they may be called, or whatever form they may adopt to teach or practice religion. Neither a state nor the Federal Government can, openly or secretly, participate in the affairs of any religious organization or groups or vice versa. In the words of Jefferson, the clause against establishment of religion by law was intended to erect 'a wall of separation between church and state'." Interestingly, this argument was followed by court action to support the use of public transportation for the conveyance of parochial school pupils.

Threat to private education. Finally, Kneller maintains that public support of private education constitutes a threat to the contribution of the private school. He says:

I believe that the special contribution of the private school to American education will cease in the measure that private education decides to become dependent on government funds. Regardless of charges of inequality of educational opportunity that are necessarily concomitant with private education, there will be less democracy in education without the private, or protest, school.⁷⁵

The implications of Kneller's remarks are similar to those of the first argument against public support of private education that was considered. According to these viewpoints, support and control are inseparable; accepting governmental assistance would be followed by governmental control.

V. RELATED STUDIES

Studies in private education have been primarily of a historical nature. A few legal and survey studies of private education have also been conducted. Only a brief reference will be made to these studies.

Jones' study. Robert D. Jones' study, An Analysis of Public Support of Private Schools is directly related to this study.⁷⁶

⁷⁵George F. Kneller, "Federal Aid to Private Schools," Nation's Schools, XXXVII (January, 1946), 25.

⁷⁶Robert D. Jones, "An Analysis of Public Support of Private Schools" Microfilmed D. Ed. Dissertation, University of Southern California, 1956.

This present study is essentially patterned after the Jones study. The author of this study is indebted to Dr. R. D. Jones for the encouragement and assistance he received in conducting this study.

Jones conducted his study in 1956 at the University of Southern California. The purposes of his study were (1) to discover to what extent private elementary and secondary schools are supported by public funds and (2) to ascertain current thinking in regard to such support. He surveyed legal provisions and current practices regarding public support of nonpublic schools in the states of the Union by means of a questionnaire which was completed by chief state administrators. He used a second questionnaire to survey current thinking regarding such support. Jones limited his sample to the response of administrators of ten public schools, ten nonpublic nonsectarian schools, thirty-five sectarian schools of seven denominations, and ten university political science professors. The respondents were outstanding men in their fields and were selected partly by geographic representation.

Jones' findings show that legal provisions regarding public support of nonpublic education vary greatly from state to state. Some form of state assistance to private schools is legally possible in almost two-thirds of the states. Property tax exemptions on private school property, crossing guards at school crossings near private schools, and health services to all children were the most commonly reported measures of assistance to nonpublic schools. Although free

textbooks were provided on the basis of the "child benefit" theory in some states, transportation of nonpublic school children was found to be a controversial issue.

In considering the opinions of the juries, it was found that the point of view of one religious faith (Catholic) did not concur with that of the other jurors in several important areas. Only Catholic administrators favoured direct state aid for nonpublic schools. The jurors agreed that nonprofit private school property should remain tax-exempt, health services should be provided for nonpublic school pupils, and county and state courses of study should be available for the use of nonpublic schools. Although twenty-seven per cent of the respondents approved transportation of private school pupils by public facilities, the consensus of the jurors suggested that this service should not be provided for private school pupils.

Other Studies. In this section, reference will be made to several United States publications and Canadian studies. The similarities of the educational systems of these two countries, and the common features of the private school issue in these countries, warrants this brief reference to the United States scene.

The United States Office of Education recently published a study entitled: The State and Nonpublic Schools.⁷⁷ This publication

⁷⁷Beach and Will, op. cit.

deals primarily with the legal framework under which the nonpublic schools are enabled to enjoy desirable freedom in their operation and are encouraged to provide educational programs in the public interest. The role of the State Department of Education is emphasized. The basic data consist of State-by-State compilation of the constitutional provisions which determine State Department of Education responsibility for such schools. Compiler's notes and important annotations help to clarify certain significant sections of the law.

Two recent issues of the Research Bulletin of the National Education Association were devoted to a study of the relationship between the State and sectarian education.⁷⁸ These studies summarize the facts with respect to state assistance to nonpublic education, review constitutional, statutory, and judicial basis which define relationships between the church and state with respect to education, and discuss legal provisions for nonpublic schools in every state.

Religion in Education was also considered in recent issues of the Phi Delta Kappan.⁷⁹ Research and administrative practices in the field were reviewed in the earlier issue, while the Protestant position on many questions relating to religion and the public school

⁷⁸"The State and Sectarian Education," National Education Association Research Bulletin, XXIV (February, 1946), 3-44; XXXIV (December, 1956), 167-215.

⁷⁹"Religion in Education," Phi Delta Kappan, XXXVI, April, 1955), and R. L. Hunt, op. cit.

was discussed in the later issue. Financial support of church-related education, religious observances in the public school, released time, and the use of public buses were among the questions discussed.

The Dominion Bureau of Statistics has two current publications which contain information on private schools in Canada. Private Academic, Elementary and Secondary Schools in Canada gives the names, addresses and other basic information on the 950 private academic elementary and secondary schools and the 119 high school departments of universities and colleges reporting.⁸⁰ Some Statistics of Private Elementary and Secondary Schools is an annual publication of statistics on private schools reporting from nine provinces (Quebec excepted).⁸¹

Several historical studies relating to private education have been conducted at the University of Alberta. Cook reviewed the origin and development of education in the Mormon Communities of Alberta.⁸² A study of the Seventh-Day Adventist educational program in Canada with special reference to Alberta, was made by Miller.⁸³ In his study,

⁸⁰ Private Academic, Elementary and Secondary Schools in Canada (Ottawa: Queen's Printer and Controller of Stationery, 1960).

⁸¹ Some Statistics of Private Elementary and Secondary Schools (Ottawa: Queen's Printer and Controller of Stationery, 1960).

⁸² Dean Cook, "A History of Educational Institutions in Mormon Communities of Southern Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1958).

⁸³ Philip G. Miller, "A Brief History of the Seventh-Day Adventist Educational Program in Canada with Special Reference to Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1957).

The Hutterian Brethern in Alberta, Pitt makes reference to the problem of providing education in Hutterite Colonies.⁸⁴ A detailed study of the origin and growth of the Camrose Lutheran College was made by Ronning.⁸⁵ He also discusses the relationship of private education to public education. Skwarok also makes reference to the problem of education in his historical study of the Ukrainian settlers in Alberta.⁸⁶

⁸⁴Edwin L. Pitt, "The Hutterian Brethern in Alberta" (unpublished Master's thesis, University of Alberta, Edmonton, 1949).

⁸⁵Ronning, op. cit.

⁸⁶J. Skwarok, "The Ukrainian Settlers and Their Schools with Reference to Government, French Canadian, and Ukrainian Missionary Influences. 1891-1921" (unpublished Master's thesis, University of Alberta, Edmonton, 1958).

CHAPTER III

LEGAL PROVISIONS FOR PUBLIC SUPPORT OF PRIVATE EDUCATION

The legal provisions for public support of private elementary and secondary schools in Alberta and British Columbia will be reviewed in this chapter. Among the documents consulted were the School Acts, the Department of Education Acts, Orders in Council, and regulations of the Departments of Education. Interviews with Department of Education personnel in Edmonton and Victoria, were conducted to corroborate the research in the legal documents.¹

In general, neither the government of Alberta nor that of British Columbia has provisions which prohibit appropriations for private elementary and secondary schools. Public education is to be free and nonsectarian; private education, by its very nature cannot be supported by public funds. The mere fact that there are no prohibitions against public support of private education does not in any way pave the way for the provision of such support. Education is under the control of the provincial governments and their servants.

¹See Appendix C for the questions which structured the research in legal documents. Only the first four questions are dealt with in this chapter. Some of the questions are similar to the ones which Jones used in his study.

Local school boards are but extensions of the authority of the provincial governments, and as such, their authority is limited to such responsibilities as the School Acts delegate to them. Beyond the area of delegated authority, school boards have no legal power to act. Local arrangements of school boards in regard to private education, therefore, must be looked upon as "extra-legal". This chapter concerns itself only with legal provisions for public support of private education.

Direct aid. The principle that no tax money shall be used to support private education applies generally in the province of Alberta. However, direct aid to some private schools is possible through the following provisions of the Grant Regulations of the Department of Education:

Section 9 (1) There shall be paid to mission or other schools approved by the Minister, which provides education for children resident in unorganized territory, a grant not to exceed Two Thousand Four Hundred Dollars (\$2,400.00), per room. Such grant shall be paid only if the teacher or teachers in charge are in possession of Alberta teaching certificates, otherwise not more than One Thousand Six Hundred Dollars (\$1,600.00), per room shall be paid. The Minister may also require evidence to the effect that the Alberta program of studies is being substantially followed and that the accommodation is satisfactory, otherwise he may reduce in his discretion, the amount of grant payable.²

²Alberta. Grant Regulations (Order in Council No. 637/59), s. 9 (1).

Private schools in unorganized territory could qualify for a direct grant from the Department of Education.

Private schools in unorganized territory may also qualify for a grant for the conveyance of children under the following provision:

In special circumstances in which it appears that the organization of a school district is not warranted due to the apparent temporary nature of a community resident in unorganized territory, the Minister may, on the recommendation of an Inspector of Schools, approve the transportation of an organized school of the children of the community and in so doing may pay a sum not to exceed One Thousand Six Hundred Dollars (\$1,600.00), per annum towards the cost thereof, such payment to be made to a local committee certified to the Minister by the Inspector of Schools.³

Although there is no legislation in British Columbia which makes provision for direct appropriations to private elementary and secondary schools, a few schools could qualify for a salary grant under the following provision:

The Minister may cause to be paid such amounts as the Council of Public Instruction may by rule determine from funds voted by the Legislature for that purpose towards the salary of any person to whom has been issued a certificate of qualification for teaching or a letter of permission for teaching under this Act and who is employed with the sanction of the Superintendent of Education to give instruction in the prescribed courses of study for public schools to children of school age in any part of the Province where there are not enough children available for the establishment of a public school, in each month during which such instruction is given.⁴

There are no other provisions in British Columbia whereby private

³Ibid., s. 9 (2).

⁴British Columbia. The Public School Act. R. S. B. C. 1958, c. 42. s. 20.

schools may receive direct appropriations.

Indirect Aid. At the 1960 Session of the Alberta Legislature, a new section was added to The School Act, in order to make transportation available to pupils in private schools. The new section reads as follows:

Where a parent or guardian directs his child to attend a private school, or where the parent or guardian of a child does not reside in a district of a division, the board of the division may allow the child to use the regular school bus service provided by the board, if the parent or guardian enters into a written contract of transportation with the board.⁵

In British Columbia, private schools receive indirect support through the provision of text-books which are supplied free of charge, on loan, or by sale. Authorization for this provision is made by the following section:

The Council of Public Instruction may, by rule or order, or both, subject to the "Purchasing Commission Act:"--Govern the sale or other disposition of such books and other school supplies to Boards, teachers, pupils, and book-sellers and stationers; and in this clause and the rules and orders made hereunder, unless the context otherwise requires, "pupil" also includes a person enrolled in any school in the Province not under the jurisdiction of the Department but which offers courses prescribed by the Council of Public Instruction and which is, for text-book purposes registered with the Department, and includes students attending summer schools and taking correspondence courses.⁶

⁵Alberta. The School Act. R. S. A. 1960, c. 297, s. 310.

⁶British Columbia. op. cit., s. 17 (m)

Payment of tuition in private schools. The Alberta School

Act makes the payment of tuition fees in private schools possible.

School boards have this authority by the following:

. . . the board of a district or division may . . . pay to the parent or guardian of a pupil, in order to assist him to defray the cost of the education of that pupil at a private school or institution that maintains instructional standards approved by the Minister, a sum not exceeding that which would be payable for fees if the private school or institution had power to charge fees in the same manner as a board.⁷

The authorization of school boards to pay tuition fees in private schools, it will be noted, is permissive rather than mandatory.

Boards are not under compulsion to assist parents to defray the cost of private education, but may do so at their own discretion.

School boards in British Columbia do not have the authority to pay tuition in approved private schools.

Exemption from payment of property taxes. Provincial law does not exempt all private elementary and secondary schools in Alberta from the payment of property taxes. When there exists an Association incorporated under the Societies Act or the Religious Societies Land Act, special legislation may be passed to exempt such an Association from the payment of property taxes. Legislation to exempt a private school from taxes is introduced as a private member's Bill. A typical "tax-exemption" section of such an Act appears below.

⁷Alberta. op. cit., s. 326 (b).

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All the real and personal property described as and situated on, . . .

together with any other buildings that may be constructed for academic purposes on the said land, and excepting any building used as a residence for the staff;

shall as and from the 1st. day of January, 1951, while used for the school and educational purposes of the corporation be exempt from all taxes, rates, levies and assessments of every nature and kind except local improvement and frontage taxes and taxes pertaining to minerals.⁸

Not all private schools in Alberta are exempt from the payment of taxes by special legislation. There is another provision whereby private schools can obtain the equivalence of tax-exemption. The council of a municipal district, town, village or city, has the authority to make grants in aid of private schools. The Town and Village Act reads as follows:

A council, by by-law, may provide for the payment, out of the current revenue for the year, of grants . . . to religious schools, church manses or halls, bible colleges, convents, monasteries, or private schools.⁹

In practice, the amount of the grant approximates the tax levy, and thus, the equivalence of tax-exemption is received by the private school.

All private schools in British Columbia are exempt from the payment of property taxes by the following legislation:

⁸Alberta. Mennonite Educational Society Act. R. S.A. 1951, c. 108, s. 8.

⁹Alberta. Town and Village Act. R. S. A. 1958, c. 338, s. 332 (h). See also The City Act. R. S. A. 1957, c. 42, s. 339 (g) and The Municipal District Act. R. S. A. 1958, c. 215, s. 295 (1, cl) for similar provisions.

Every building, including the land upon which such building actually stands, of which an incorporated institution of learning regularly giving to children instruction accepted as equivalent to that furnished in a public school is the registered owner, or owner under agreement, and which is in actual occupation by such institution and is wholly in use for the purpose of furnishing such instruction, and also including such area of the land surrounding the building as may be determined by the Council as being reasonably necessary in connection therewith.¹⁰

Interestingly, tax-exemption applies only to buildings and lands which are used for educational purposes. In the event that private school property is being used for educational and other purposes, the following legislation obtains:

Where any use exists which, but for a secondary use, would, in the opinion of the Council, be in conformity with the conditions necessary to qualify for the exemption, the Council may, by by-law adopted by the affirmative vote of at least two-thirds of all members thereof, determine the proportions which shall, for the land and improvements, be exempt and taxable respectively.¹¹

Tax exemption is a great aid to private schools in Alberta and British Columbia.

There is also a provision in British Columbia whereby private schools may receive grants from municipal councils. The provision reads as follows:

¹⁰British Columbia. Municipal Act. R. S. B. C. 1957, c. 42, s. 325 (1, i).

¹¹Ibid., s. 325 (4).

The Council may, by an affirmative vote of at least two-thirds of all the members thereof, grant aid within the amounts provided in the budget as follows:--

(h) To any organization deemed by the Council to be contributing to the general interest and advantage of the municipality:

(i) In respect of any arts or cultural centre, whether maintained within or without the municipality:

(j) For libraries within or without the municipality.¹²

Councils so inclined to act, under these provisions, could make contributions to the support of private education.

Summary. In reviewing the legal documents, it was found that legal provisions for public support of private education in Alberta include: direct appropriations to mission schools in unorganized territory; direct grants for the conveyance of children in unorganized territory; indirect appropriations in the form of transportation facilities for private school children; payment of tuition in approved private schools; and property tax exemption by special legislation or the equivalence of tax exemption by grants in aid.

In British Columbia, public support of private elementary and secondary schools is possible by the following legal provisions: salary grants for persons teaching in areas where no schools are established; indirect appropriations in the provision of text-books; property tax exemption for all private schools; and Council grants in aid of a special contribution, art or culture, or a library.

¹²Ibid., s. 200 (h, i, j).

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CHAPTER IV

PRESENT PRACTICES OF PUBLIC SUPPORT OF
PRIVATE EDUCATION

Theoretically, there is little public support of private education in Alberta and British Columbia. In principle, public funds are used only in support of public enterprises. A review of current practices in these provinces, however, reveals that the private school does enjoy some public support. Although direct appropriations for private schools are legally possible only to a limited degree, indirect support of private education is less uncommon.

This chapter is a compilation of the information gathered in interviews at Edmonton, Victoria and Vancouver.¹ Among the persons interviewed were members of the Attorney General's Department, Department of Education, Department of Health, Department of Highways, Department of Municipal Affairs, Provincial Library and Library Commission, Teachers' Federation, and the University Extension Department. The discussion follows the order of the questions used to structure the interviews.

¹See Appendix C for questions 5 to 16 which were used to structure the interviews.

I. DEPARTMENTAL SERVICES

Supervisory services. In Alberta, the superintendent is charged with the responsibility of supervising instruction in all schools within his school district or division. The elementary private school is supervised on the same basis as the elementary public school. Visits of the superintendent to private secondary school, however, are of a regulatory nature. The Department of Education is concerned with private education in Alberta.

Private schools do not come under the jurisdiction of the Department of Education in British Columbia. Hence, superintendents do not include the private schools among their supervisory responsibilities. However, upon the request of a private school principal, superintendents will visit the school for specific purposes. Superintendents will visit private schools to inspect the science laboratory workbooks of students who intend to write Departmental examinations. They will also inspect teachers for purposes of permanent certification. In general, however, the services of provincial superintendents are not available to private schools in British Columbia.

Administrative services. The field services of the administrative staff of the Department of Education in Alberta are available to private schools on the same basis as to public schools. Local and provincial personnel connected with the offices of Building Inspection

and Fire Commissioner are also available to private schools in Alberta.

Administrative consultants are not normally available to private schools in British Columbia. Specialists in such fields as home economics do make themselves available to private schools upon the request of the private school principal.

There is no type of building aid program available to private schools in Alberta or British Columbia. Public funds are not used to support private education in this regard.

The protection of private school children is just as much the concern of traffic authorities in Alberta and British Columbia as is that of public school children. Crosswalks, school signs, traffic lights, and other means of traffic and pedestrian controls are provided for the benefit of private school children wherever they are needed. It is the concern of traffic authorities in both provinces that all school children travel safely to and from school.

II. PUPIL AIDS AND AUXILIARY SERVICES

Health services. Similarly, the provincial health authorities of Alberta and British Columbia, concern themselves with the health of all school children. The School Health Program is largely the responsibility of local Health Units in the provinces. Included in this program are medical examinations of all Grade one children, initial immunization series against diphtheria, whooping cough, tetanus and poliomyelitis, vaccination against smallpox, dental health care where there is a sponsoring agent, and sanitary inspections. Community health services do not concern themselves with whether the school is public or private.

The School Health Department also provides educational services to the schools in both provinces. Films and other audio-visual materials are available at no cost to all schools. In some instances, private schools may not be aware of this service which the Department of Health provides.

Library services. Provincial library services are available to the private school on the same basis as to the public school in both provinces. It seems, however, that such services are rather limited at the present time.

In Alberta there is no Provincial Library Commission which circulates quantities of books within the province. Such services have been supplied by the library of the University Extension in the past. Recently, however, this Department has adopted the policy that the service of travelling libraries to schools will be discontinued. Individual readers, however, regardless of who they might be, can still enjoy the mailing services of this library.

In a limited way, the Provincial Library Commission provides reading materials to the schools of British Columbia. Basically, no distinction is made between public and private schools. Teachers of all schools have access to the Professional Shelf of the Library Commission. This special service is open to private school teachers on the same basis as to public school teachers.

Small schools in rural British Columbia can receive library books from Regional Public Libraries. In some areas, these services are also provided to the private school. In other areas, bookmobiles

call at private schools and make their services available to the students on an individual basis. Providing library services to the private school is considered an aid to the child rather than an aid to the private school.

Audio-visual aids. The services of the Audio-Visual Aids Branch of the Department of Education in Alberta are available to all schools within the province. Except for the cost of one-way postage, these services are free of charge. As a matter of protection in the event of damage to audio-visual materials, an insurance coverage is available to the schools. Although this coverage is on a voluntary basis for public and separate schools, it is compulsory for private schools. In other respects, audio-visual materials are available to private schools on the same basis as to public schools.

The services of the Division of Visual Education of the Department of Education in British Columbia are not available to the private schools within the province.

Films and other audio-visual materials are also available from the Extension Departments of the Universities. A rental fee is charged for the use of these materials. Private schools in both provinces are charged the same fee as public schools are charged for the use of audio-visual materials.

Tests and Measurements. The Division of Tests and Measurements in Alberta makes its services available to the private school on the same basis as to the public school. Private schools in British Columbia, on the other hand, do not enjoy the services of the Division

of Tests and Measurements. Departmental examinations, however, are available to private school students on the same basis as to public school students in both provinces.

Private school students in both provinces are required to write Departmental examinations if course credit is desired.

All students in grades nine and twelve are required to write Departmental examinations in Alberta. Private school students are governed by the same provisions. They, too, are required to write Departmental examinations only in grades nine and twelve.

Private school students in British Columbia, however, do not enjoy the same privileges as do public school students. All private school students are required to write Departmental examinations in the "core" subjects in grade eleven, and in all subjects in grade twelve and thirteen. Students in "accredited" public schools in British Columbia, on the other hand, may be "recommended" by their school in all grade eleven and twelve subjects. Since private schools cannot qualify for "accreditation", their students are compelled to write Departmental examinations in order to obtain course credit.

Provincial textbooks. Provincial textbooks are available to private schools on the same basis as to public schools in Alberta and British Columbia. In Alberta, only readers for the elementary grades are issued free of charge by the Department of Education. In British Columbia, all Elementary textbooks are supplied without cost to the pupil. Secondary school textbooks may be obtained from the Department

of Education in Victoria on a rental basis.

In Alberta, local school boards may enter into a rental-plan contract with the Text-Book Branch and obtain books at a 25 per cent discount or they may purchase books at a 10 per cent discount. These services are available to the private schools on the same basis as to the public school. To date, however, no private school has made application for a book-rental contract with the Text-Book Branch.

Transportation. The transportation of nonpublic school children at public expense is only permitted in Alberta. British Columbia makes no provision for the transportation of private school children. Parents of private school children in unorganized territory or in a school district or division where no public school is operating may receive grants by the authority of the Alberta Government towards the cost of the students' transportation. Recent legislation has also made it possible for the private school child in Alberta to use the regular bus service provided by the local board.

III. TEACHER SERVICES AND SCHOOL CONTROL

Teachers' pension plans. Neither Alberta nor British Columbia private school teachers are permitted to participate in the provincial pension plans of public school teachers. Only public school teachers qualify for membership in the teacher-pension plans of the two provinces.

Teachers' experience credited. In Alberta, the local school district or division is responsible for teacher placement on the salary scale. Experience gained in private schools is generally recognized by local boards on the same basis as experience gained in public schools. There is no Departmental ruling in Alberta in regard to recognizing experience gained in private schools.

In British Columbia, teachers are not credited with experience gained in private schools. Full experience recognition is given only for public school teaching within the province.

Provincial control. Neither the Department of Education in Alberta nor that in British Columbia requires private schools to be licensed. There are other specifications, however, which private schools must meet before their work is recognized.

In general, private schools in both provinces meet the same specifications in regard to length of term, program of studies, and student attendance that public schools are required to meet. Specifically, however, the Department of Education in Alberta defines clearly the regulations governing the establishment and operation of private schools,² while the Department of Education in British Columbia exercises no regulatory controls over private schools.

²See Appendix C for the regulations governing the establishment and operation of private schools in Alberta and the forms which must be completed for the Department of Education.

The Alberta government specifies building requirements, teacher qualifications, program of studies and similar matters for private schools within the province. It also restricts private education to those institutions which are duly registered with the Department of Education and have been authorized to operate by the Minister of Education. Private schools in Alberta are also required to submit statistical reports annually to the Department of Education. These regulatory controls are a benefit to the private school of Alberta.

Other types of public aid. Private schools also benefit by their professional contacts. Although not regular members of the Teachers' Associations of the provinces, private school teachers do receive professional assistance through their association with teachers' organizations. Teachers' workshops, institutes, conventions and other professional meetings are open to private school teachers. The professional growth of private school teachers is stimulated by these opportunities to associate with public school teachers.

Private schools can also be placed on the mailing lists for administrative bulletins, curriculum guides, and other Departmental pamphlets. This service also constitutes an aid to private education.

Summary. A review of current practices in Alberta and British Columbia reveals that some public funds are used to support private education. Such support comes to the private school indirectly or in the form of an auxiliary service and is considered to be a benefit to the child rather than an aid to the private school.

Alberta private schools enjoy a greater measure of public support than do British Columbia private schools.

In both provinces, public funds are used to provide crossing guards, health services, library services, University Extension Department services, and textbooks to the private school on the same basis as to the public school. Alberta private schools also enjoy the same provisions as do public schools in regard to provincial superintendents, administrative consultants, audio-visual aids, tests and measurements, departmental examinations, and teachers' experience credit. The Department of Education in Alberta also provides transportation allowances to private schools and exercises regulatory control over the establishment and operation of private schools. The services of Departmental supervisory and administrative personnel are only available to private schools in British Columbia upon the request of school principals. British Columbia private school students are permitted to write departmental examinations for course credit. Neither the Alberta nor the British Columbia private school teachers are permitted to participate in the pension plans of public school teachers.

CHAPTER V

CURRENT THINKING IN REGARD TO PUBLIC SUPPORT OF PRIVATE EDUCATION

In reviewing the pertinent literature, it was discovered that opinion regarding public support of private education varies considerably. It is the purpose of this chapter to report current thinking in regard to public support of private education in Alberta and British Columbia. Consideration will be given to the procedure and returns, a statistical analysis of the data, and a summary of the findings.

I. PROCEDURE AND RETURNS

Procedure. A questionnaire was used to ascertain current thinking in regard to public support of private elementary and secondary schools in Alberta and British Columbia.¹ The questionnaire was a free response or "open-end" type which encouraged the respondents to express their comments or reasons for their views.

Opinions of principals of parochial and nonparochial private schools, and of superintendents of public schools were obtained by means of a questionnaire. Through the cooperation of the Departments of

¹See Appendix A for questionnaire.

Education at Edmonton and Victoria, a total of two hundred and seventy-five principals of private schools and district superintendents were solicited for their opinions.

Returns. Table I shows the total number of questionnaires sent and the number and percentage of returns received.² The response of the public school superintendents was very gratifying. The private school principals, on the other hand, responded less satisfactorily. A fifty-five per cent return of the larger group of private school principals, compared with an eighty-two per cent return of the smaller group of public school superintendents, resulted in a total percentage return of sixty-six per cent. An inspection of returns did not reveal substantial differences between the opinion of early and late respondents, and therefore, the low percentage of returns did not impede the progress of the study.

TABLE I

TOTAL NUMBER OF QUESTIONNAIRES SENT TO ADMINISTRATORS
AND THE PERCENTAGE OF RETURNS

Administrators	Number Sent	Number Returned	Percentage Returned
Private school administrators	163	89	55
Public school administrators	112	92	82
Total administrators	275	181	66

²See Tables in Appendix D for detailed analysis of returns for Alberta and British Columbia, respectively.

Although it is impossible to determine conclusively the causes for the low percentage of private school principals' returns, several contributing factors seem apparent. It is at once obvious that the time of the study was inappropriately chosen. Several respondents expressed this sentiment. The following extracts are representative:

Your request arrived at a time when it was literally impossible for me to give attention or thought to the matter under question.

Regret - too busy.

Am sorry for delay in this but at end of term I just had no time nor energy to fill it out.

Lack of professional confidence may also have contributed to the less satisfactory response of the private school principals. The feeling of inadequacy and insignificance is evident in the following extracts:

I do not feel qualified to answer these questions.

. . . we do not have any authority to voice an opinion, or so it seems, . . so I wonder if I should actually answer these questions.

And furthermore, since private education does not come under the jurisdiction of public school agencies, research relating to private education may have been construed to be an encroachment on the freedom of the private school. These factors, among others, may have contributed to the percentage of returns received.

II. STATISTICAL ANALYSIS

A review of the questionnaire responses clearly indicates current thinking in regard to public support of private education. In this section, the data will be analyzed statistically in an attempt to determine the

significance of the differences expressed. A comparison was made of the opinions of different groups of administrators of both provinces, of the opinions of the administrators within Alberta, and of the opinions of the administrators within British Columbia.

Wherever possible, the Chi-square test was used to determine the level of significance of the differences of opinion expressed, and the Contingency coefficient C was used to indicate the extent to which the observed frequencies depart from their "chance" values. Yates' correction for continuity was used when applicable. Fisher's exact probability test was used when the cell frequencies did not permit the use of the Chi-square test. A table of Critical Values was used to determine significance levels for Fisher's test.³

The data have been presented in tabular form whenever it was thought expedient.⁴ The two parts of each question were analyzed separately. Unfortunately, some respondents misunderstood the intent of the dual nature of each question, and only completed one part of the question. It will be found, therefore, that there is some lack of agreement between the opinions regarding public support of parochial and nonparochial schools. Generally, the opinions regarding public support of parochial schools were expressed most clearly and completely. In tabulating the returns, no entries were interpreted as "No Opinion" entries.

³S. Siegel, Nonparametric Statistics For the Behavioral Sciences (New York: McGraw-Hill Book Co. Ltd., 1956), pp. 256-270.

⁴The reader may refer to the tables in Appendix E for a summarization of the responses to each questionnaire item.

Opinion of administrators of private and public schools in both provinces. The null hypothesis states that there is no difference of opinion regarding public support of private education between principals of private schools and superintendents of public schools.

The observed data are given in the first four columns of Tables II and III. For each item on the questionnaire, the expected frequencies were derived and the chi-square and contingency coefficient values were calculated. When a 2 x 2 fold table (when $df = 1$) is used, a X^2 of 3.84 or larger is significant at the .05 level; and a X^2 of 6.64 or larger is significant at the .01 level. The results of statistical tests appear in columns five and six of Tables II and III.

It is evident that we can reject the null hypothesis and conclude that private school principals differ significantly in their opinion from public school superintendents. The results are significant at the .01 level in regard to support of parochial and nonparochial schools on the following items: full provincial support, partial aid only, local district taxation, property tax-exemption, library services, audio-visual aids, tests and measurements, provincial textbooks, transportation, and experience credited. They are also significant at the .01 level in regard to supervisory services and administrative services in parochial schools and teacher's pension plans in non-parochial schools. The differences of opinion are significant at the .05 level in regard to supervisory services in nonparochial schools and teacher's pension plans in parochial schools. The size of the Contingency coefficient reflects the magnitude of these differences.

TABLE II

COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN BOTH PROVINCES
IN REGARD TO PAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Private Yes	Public No	Private Yes	Public No		
Full provincial support	51	31	10	80	0.66	.01
Partial aid only	47	31	14	74	.61	.01
Local district taxation	20	50	10	78	.31	.01
Property tax-exemption	80	3	44	46	.66	.01
Courses of study	82	0	91	0	.00	NS
Supervisory services	67	11	60	29	.31	.01
Administrative services	81	3	74	16	.27	.01
Health services	82	2	83	6	.11	NS
Library services	74	6	63	22	.35	.01
Audio-visual aids	75	6	57	28	.44	.01
Tests and measurements	81	1	72	17	.40	.01
Provincial textbooks	76	5	69	22	.35	.01
Transportation	63	13	24	60	.68	.01
Teachers' pension plan	64	14	60	28	.23	.05
Experience credited	81	1	62	28	.51	.01
Provincial control	62	14	81	7	.20	NS

TABLE III

COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN BOTH PROVINCES IN
REGARD TO NONPAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Private Yes	No	Public Yes	No		
Full provincial support	46	21	7	84	0.78	.01
Partial aid only	45	23	14	74	.64	.01
Local district taxation	17	44	5	84	.41	.01
Property tax-exemption	68	5	37	52	.66	.01
Courses of study	76	1	89	2	.00	NS
Supervisory services	58	12	59	30	.24	.05
Administrative services	72	5	75	15	.21	NS
Health services	75	3	82	7	.11	NS
Library services	67	7	62	23	.31	.01
Audio-visual aids	70	6	56	29	.44	.01
Tests and measurements	75	2	70	19	.37	.01
Provincial textbooks	69	5	67	24	.35	.01
Transportation	60	11	22	62	.71	.01
Teachers' pension plan	63	9	58	30	.35	.01
Experience credited	75	2	61	27	.48	.01
Provincial control	58	12	80	8	.16	NS

There is no evidence of a difference of opinion between principals of private schools and superintendents of public schools in regard to public support of private education through the provision of courses of study, health services, and a measure of provincial control, and in regard to the provision of administrative services to nonparochial schools. Therefore, we retain the null hypothesis on these items of response.

Opinion of administrators of private schools in Alberta and British Columbia. The null hypothesis states that there is no difference of opinion between Alberta and British Columbia private school principals.

The analysis of the observed differences of opinion, leads us to reject the null hypothesis at the .01 level in regard to full provincial support and provincial control of parochial schools; and at the .05 level in regard to partial aid only and teachers' pension plans for parochial schools.

We accept the null hypothesis for the other items of response in regard to parochial schools, and for all items of response in regard to nonparochial schools.

Opinion of administrators of public schools in Alberta and British Columbia. There is no difference of opinion, according to the null hypothesis, between Alberta and British Columbia public school superintendents. Tables IV and V present the data and the statistical findings.

We reject the null hypothesis, and conclude that the public school superintendents of Alberta and British Columbia differ significantly in their opinion in regard to public support of private education.

TABLE IV
COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PUBLIC SCHOOLS IN ALBERTA AND BRITISH COLUMBIA
IN REGARD TO PAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Alberta Yes	Alberta No	British Columbia Yes	British Columbia No		
Full provincial support	7	47	3	33	0.05	NS
Partial aid only	10	41	4	33	.17	NS
Local district taxation	8	44	2	34	.16	NS
Property tax-exemption	30	24	14	22	.25	NS
Courses of study	53	0	38	0	.00	NS
Supervisory services	43	8	17	21	.57	.01
Administrative services	50	3	24	13	.43	.01
Health services	51	2	32	4	.20	NS
Library services	42	7	21	15	.44	.01
Audio-visual aids	39	9	18	19	.47	.01
Tests and measurements	48	3	24	14	.49	.01
Provincial textbooks	46	7	23	15	.42	.01
Transportation	19	29	5	31	.36	.05
Teachers' pension plan	46	6	14	22	.68	.01
Experience credited	47	6	15	22	.62	.01
Provincial control	50	3	31	4	.06	NS

TABLE V

COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PUBLIC SCHOOLS IN ALBERTA AND BRITISH COLUMBIA
IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Alberta Yes	Alberta No	British Columbia Yes	British Columbia No.		
Full provincial support	6	48	1	36	0.17	NS
Partial aid only	11	40	3	34	.22	NS
Local district taxation	4	48	1	36	.07	NS
Property tax-exemption	25	28	12	24	.20	NS
Courses of study	51	2	38	0	.00	NS
Supervisory services	43	8	16	22	.57	.01
Administrative services	51	2	24	13	.52	.01
Health services	50	3	32	4	.06	NS
Library services	43	6	19	17	.49	.01
Audio-visual aids	40	8	16	21	.49	.01
Tests and measurements	47	4	23	15	.48	.01
Provincial textbooks	45	8	22	16	.41	.01
Transportation	19	29	3	33	.44	.01
Teachers' pension plan	46	6	12	24	.72	.01
Experience credited	47	4	14	23	.71	.01
Provincial control	49	4	31	4	.06	NS

The differences are significant at the .01 level in regard to the support of private schools on the following items: supervisory services, administrative services, library services, audio-visual aids, tests and measurements, provincial textbooks, teachers' pension plans, and experience credited. They also differ significantly at the .01 level in regard to transportation provisions for nonparochial schools; and at the .05 level in regard to transportation provisions for parochial schools.

There is no evidence of a difference of opinion between Alberta and British Columbia public school superintendents in regard to full provincial support, partial aid only, local district taxation, property tax-exemption, courses of study, health services, and a measure of provincial control. On these items of response, we retain the null hypothesis.

Opinion of administrators of private and public schools in Alberta. The opinion of administrators in Alberta shows more agreement than that of administrators of both provinces. Tables VI and VII summarize the findings of their responses.

We reject the null hypothesis at the .01 level of significance and conclude that the opinion of principals of private schools and superintendents of public schools in Alberta differs in regard to full provincial support, property tax-exemption, and transportation provisions for all private schools; and in regard to partial aid only for non-parochial schools.

We accept the null hypothesis on all other items of response, and conclude that there is no difference of opinion between the private

TABLE VI
COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN ALBERTA IN
REGARD TO PAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Private Yes	Private No	Public Yes	Public No		
Full provincial support	14	18	7	47	0.46	.01
Partial aid only	12	17	10	41	.28	NS
Local district taxation	4	25	8	44	.00	NS
Property tax-exemption	30	2	30	24	.49	.01
Courses of study	31	0	53	0	.00	NS
Supervisory services	26	4	43	8	.00	NS
Administrative services	31	1	50	3	.07	NS
Health services	30	2	51	2	.00	NS
Library services	28	3	42	7	.06	NS
Audio-visual aids	29	3	39	9	.15	NS
Tests and measurements	31	0	48	3	.10	NS
Provincial textbooks	26	4	46	7	.00	NS
Transportation	23	6	19	29	.46	.01
Teachers' pension plan	21	10	46	6	.13	NS
Experience credited	30	1	47	6	.17	NS
Provincial control	24	3	50	3	.07	NS

TABLE VII
COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN ALBERTA IN
REGARD TO NONPAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference.
	Private Yes	Public No	Private Yes	Public No		
Full provincial support	18	9	6	48	0.68	.01
Partial aid only	15	9	11	40	.52	.01
Local district taxation	6	22	4	48	.15	NS
Property tax-exemption	27	4	25	28	.50	.01
Courses of study	30	0	51	2	.11	NS
Supervisory services	25	4	43	8	.00	NS
Administrative services	30	1	51	2	.00	NS
Health services	29	2	50	3	.00	NS
Library services	27	4	43	6	.00	NS
Audio-visual aids	29	2	40	8	.14	NS
Tests and measurements	30	0	47	4	.09	NS
Provincial textbooks	25	4	45	8	.00	NS
Transportation	24	5	19	29	.55	.01
Teachers' pension plan	24	5	46	6	.05	NS
Experience credited	30	1	47	4	.07	NS
Provincial control	24	3	49	4	.07	NS

school principals and the public school superintendents in Alberta in regard to public support of private elementary and secondary schools on these items.

Opinion of administrators of Catholic and Non-Catholic private schools in Alberta. The null hypothesis states that there is no difference between the opinion of the principals of Catholic and Non-Catholic private schools in Alberta.

In applying the statistical tests to the null hypothesis, it was found that the difference of opinion was significant at the .05 level in regard to partial aid only of parochial schools. A fuller response on the corresponding item in regard to nonparochial schools would probably have resulted in a similarly significant difference.

On all other items of response we retain the null hypothesis, since the differences between the observed opinions might easily be a matter of chance.

Opinion of administrators of Catholic and Non-Catholic parochial schools in Alberta. The null hypothesis asserts that the difference of opinion of the principals of Catholic and Non-Catholic parochial schools in Alberta is due to a chance fluctuation.

We reject the null hypothesis, and accept the research hypothesis that the opinion of these principals differs significantly in regard to the provision of partial aid only to parochial schools. Using the table of critical values for Fisher's test, this difference is significant at the .01 level.

The null hypothesis of no significant difference is accepted on all other items of response.

Opinion of administrators of Non-Catholic parochial and non-parochial schools in Alberta. The application of the statistical tests shows that none of the observed differences reach the critical level of significance. Therefore, we accept the null hypothesis. There is no evidence of a difference of opinion of the principals of Non-Catholic parochial and nonparochial schools in Alberta in regard to public support of private education.

Opinion of administrators of private and public schools in British Columbia. The null hypothesis states that there is no difference of opinion between principals of private schools and superintendents of public schools in British Columbia in regard to public support of private schools. The observed data and the results of the statistical tests are presented in Tables VIII and IX.

The evidence clearly shows that we must reject the null hypothesis on the majority of the items of response. The observed differences of opinion are significant at the .01 level in regard to public support of all private schools in the following items: full provincial support, partial aid only, local district taxation, property tax-exemption, supervisory services, library services, audio-visual aids, tests and measurements, provincial textbooks, transportation, teachers' pension plans, and experience credited. The differences of opinion are also significant at the .01 level and the .05 level in regard to the availability of administrative services to parochial and nonparochial schools, respectively. The size of the contingency coefficient shows that the principals of private schools and the superintendents of public schools in British Columbia differ most

TABLE VIII

COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN BRITISH COLUMBIA
IN REGARD TO PAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Private Yes	Private No	Public Yes	Public No		
Full provincial support	37	13	3	33	0.75	.01
Partial aid only	35	14	4	33	.73	.01
Local district taxation	16	25	2	34	.45	.01
Property tax-exemption	50	1	14	22	.83	.01
Courses of study	51	0	38	0	.00	NS
Supervisory services	41	7	17	21	.56	.01
Administrative services	50	2	24	13	.52	.01
Health services	52	0	32	4	.23	NS
Library services	46	3	21	15	.49	.01
Audio-visual aids	46	3	18	19	.65	.01
Tests and measurements	50	1	24	14	.59	.01
Provincial textbooks	50	1	23	15	.56	.01
Transportation	39	8	5	31	.77	.01
Teachers' pension plan	43	4	14	22	.68	.01
Experience credited	51	0	15	22	.79	.01
Provincial control	38	11	31	4	.13	NS

TABLE IX

COMPARISON OF THE OPINION OF ADMINISTRATORS OF
PRIVATE AND PUBLIC SCHOOLS IN BRITISH COLUMBIA
IN REGARD TO NONPAROCHIAL SCHOOL SUPPORT

Item	Administrators				Observed Value of C	Level of Significant Difference
	Private Yes	Private No	Public Yes	Public No		
Full provincial support	29	12	1	36	0.77	.01
Partial aid only	30	14	3	34	.70	.01
Local district taxation	11	22	1	36	.45	.01
Property tax-exemption	41	1	12	24	.73	.01
Courses of study	46	1	38	0	.00	NS
Supervisory services	33	8	16	22	.54	.01
Administrative services	42	4	24	13	.37	.05
Health services	46	1	32	4	.21	NS
Library services	40	3	19	17	.56	.01
Audio-visual aids	41	4	16	21	.63	.01
Tests and measurements	45	2	23	15	.51	.01
Provincial textbooks	44	1	22	16	.58	.01
Transportation	35	7	3	33	.85	.01
Teachers' pension plan	39	4	12	24	.69	.01
Experience credited	45	1	14	23	.85	.01
Provincial control	34	9	31	4	.14	NS

markedly in their opinion regarding full provincial support, partial aid only, property tax-exemption, transportation, and experience credited.

We accept the null hypothesis that private school principals and public school superintendents in British Columbia do not differ in their opinion regarding public support of private education through the provision of courses of study, health services, and a measure of provincial control.

Opinion of administrators of Catholic and Non-Catholic private schools in British Columbia. According to the null hypothesis, there is no difference between the opinion of the principals of Catholic and Non-Catholic private schools in British Columbia.

In applying the statistical tests, it was found that the difference of opinion in regard to full provincial support and transportation for private schools was significant at the .01 level. The difference of opinion was also significant at the .01 level in regard to partial aid only, local district taxation, and teachers' pension plans for parochial schools; and significant at the .05 level in regard to partial aid only for nonparochial schools.

On all other items of response, we retain the null hypothesis, since the observed differences might easily be a matter of chance.

Opinion of administrators of Catholic and Non-Catholic parochial schools in British Columbia. The null hypothesis asserts that the differences of opinion of principals of Catholic and Non-Catholic parochial schools in British Columbia are of no significance.

We reject the null hypothesis, and accept the research hypothesis that these principals differ significantly at the .01 level in their opinion in regard to full provincial support, partial aid only, local district taxation, and transportation for parochial schools. Similarly, their opinions are significantly different at the .01 level and the .05 level, respectively, in regard to full provincial support and partial aid only for nonparochial schools.

The null hypothesis of no significant difference is accepted on all other items of response.

Opinion of administrators of Non-Catholic parochial and non-parochial schools in British Columbia. The application of the statistical tests to the observed data shows that none of the recorded differences are statistically significant. We retain the null hypothesis that principals of Non-Catholic parochial and nonparochial schools in British Columbia do not differ in their opinion in regard to public support of private education.

III. SUMMARY OF THE FINDINGS

Public support of private education is still a controversial issue among administrators of private and public schools. Although there exists a degree of consensus of opinion regarding some aspects of public support of private education, it is obvious from the statistical analysis that current thinking among administrators of private and public schools shows a general lack of agreement.

In this section, each questionnaire item will be considered in the order in which it appears on the questionnaire. The responses to the questionnaire have been compiled in tabular form and are reproduced in Appendix E. Tables were constructed to summarize the responses to each item. The responses were reported separately for Alberta and British Columbia in Tables XII to XC, and in summary form for both provinces in Tables XCI and XCII. These tables are descriptive in nature, and are designed to present the responses to each item in summary form.

Since an "open-end" questionnaire was used to ascertain current thinking in regard to public support of private education, the respondents frequently gave comments or reasons for their views. In an attempt to reveal the attitudes of the respondents participating in this study, representative comments will be presented in this section. No attempt has been made to evaluate these comments; they are reproduced to illustrate the reasoning which underlies the responses which were analyzed in the previous section.

Full provincial support. In the analysis of this item in Section II, it was found that the principals of private schools approve full provincial support of private schools, while the superintendents of public schools oppose such support.

Administrators who favoured full provincial support of private schools presented the following reasons for their opinions:

If teaching the British Columbia curriculum to satisfactory standards (Public).

If subject to provincial inspection and regulation (Public).

Parochial schools are doing their share of the task of educating the nation's youth and therefore should receive a just share of the nation's school monies (Catholic).

To the extent that people pay taxes, they are entitled to the education of their children--and the education of their choice (Catholic).

The basis of the aid would need to be worked out carefully to protect the independence of the schools (United Church).

I believe in democracy--where the parents may train their children as they see fit (Christian Reformed).

...they save thousands of dollars (Nonparochial).

The following were among the comments of administrators who were opposed to full provincial support of private education.

Those who wish to educate their children in other systems (private) should be called upon to accept the additional financial obligation without interfering with their responsibility as a citizen (Public).

...would lead to duplication of facilities and consequently (result in) higher costs for education (Public).

I believe in the complete separation of church and state (Seventh-Day-Adventist).

They must inevitably imperil their reason for existence by acceptance of such subsidy, for with aid follows the demand for more control (Lutheran).

Public money ought not to be used to subsidize the teaching of specific religious faiths to certain groups (Alliance).

Partial aid only. Current thinking in regard to partial aid for parochial schools is similar to that in regard to full provincial support of parochial schools. Support for partial aid for parochial schools came only from the private school principals in British Columbia. Principals

of private schools in both provinces approved partial aid for nonparochial schools. In both provinces, public school superintendents oppose such aid for private schools.

The comments or reasons advanced by administrators who favoured partial aid for private schools were similar to those presented for full provincial support of private schools. Foremost among these was the argument that freedom of choice should not be penalized by "double taxation."

And similarly, those who opposed partial aid to private schools did so on the same grounds that they opposed full provincial support of private schools.

Local district taxation. The support of private schools by local district taxation was the least favourable aspect of public support of private education considered in this study. The statistical analysis showed that except for the principals of Catholic schools in British Columbia, all of the respondents opposed local taxation for the support of private education.

Some of the comments which were expressed by those who favoured local taxation were:

...if the district favoured a private school (Public).

...to the extent of one separate school system within a district... is probably justifiable on grounds of tradition and minority rights (as in Alberta) (Public).

The taxes paid by the citizens should be given to the schools to which their children are sent--public or private (Catholic).

Those opposed to local district taxation for the support of private

schools presented the following comments:

...sects may thereby promote segregation (Public).

Aid presupposes government supervision and control (Public).

Few private schools would operate (only) for students within a district, hence latter (the local district) should not be responsible for its (private school's) support (Catholic).

This would certainly violate democratic principles (Lutheran).

This would be inequitable and segments of community could not justify support of this kind (Hebrew).

Property tax-exemption. Earlier in this chapter it was shown that administrators in both provinces generally agree that private school property should be tax-exempt. It was also discovered, however, that principals of private schools were stronger in their support for such aid than were superintendents of public schools.

Among the comments favouring tax-exemption were the following:

For the actual classroom and instructional facilities only--not staff or convent living quarters (Public).

...should be on ratio enrolment to school site; otherwise a one-room school could tie up much land (Public).

I believe the property itself should be tax free as other schools and churches are (Seventh-Day-Adventist).

Those opposed to property tax-exemption presented the following reasons for their opinions:

It would be difficult, if not impossible, to distinguish the "non-profit" from the "profit" private schools ... (Public).

This would have the effect of the whole community helping to support the school (Public).

Definitely not. Classed as a private enterprise (Public).

Courses of study. As was shown by the analysis, a high degree of unanimity exists among the opinions of administrators in regard to the availability of courses of study to private schools. Public school administrators in British Columbia with one accord, favour the provision of courses of study to parochial and nonparochial schools alike. With the exception of one nonparochial school administrator, no private school administrator in British Columbia was opposed to this practice. Similarly, no private school administrator in Alberta objected to this practice, and only two public school administrators in Alberta opposed the provision of courses of study to nonparochial schools.

The following comments were submitted in support of the provision of courses of study to private schools:

They will serve to guide private schools in setting courses at least equivalent to (those in) public schools (Public).

Ability to transfer from one system to the other is vital and credits must be available (Public).

Do all possible to encourage same levels of learning for all children of the province (Alliance).

The common good of the community demands this (Catholic).

Supervisory services. In the analysis of this item in Section II, it was shown that the administrators thought that the services of provincial and local supervisory staffs should be available to private schools on the same basis as to public schools. Public and private school administrators, in Alberta, showed almost the same degree of

support for supervisory services in private schools; while in British Columbia, the public school superintendents opposed this practice and the private school principals approved it.

The following comments reveal some of the reasons advanced in support of the availability of supervisory services to private schools:

There should be some check on these schools (Public).

The provincial supervision should be compulsory (Public).

Reference and advisory only (Public).

...to ensure that private schools maintain provincial standards (Catholic).

...should be available to all students (Catholic).

For those who want these services (Christian Reformed).

Be made available but not have the authority over private schools as they do over public schools (Seventh-Day-Adventist).

Some of the administrators presented the following comments in opposition to supervisory services in private schools:

Only if private schools are willing to conform to provincial regulations (Public).

Private schools should have their own agencies (Catholic).

...a private school...should be exempted in this respect; a guarantee of efficiency should be sufficient (Catholic).

What is privately owned and supported should be privately controlled (Seventh-Day-Adventist).

...must remain free and independent (Nonparochial).

Administrative services. Administrators in both provinces were strongly in favour of the availability of consultative services in administration to private schools. But again, the statistical analysis revealed that the superintendents of public schools in British Columbia were significantly less favourable toward such a practice than were the other administrators.

The comments submitted by the administrators favouring administrative services for private schools showed a marked degree of similarity.

Every building should be a safe and healthy place for the pupil (Public).

To provide for safety of children and efficiency of their instruction (Catholic).

Anything provided for one group out of public funds should be available for all groups (Catholic).

For the health and welfare of our children (Christian Reformed).

Those who opposed the availability of administrative services to private schools did so on the grounds of the private schools' independence.

Health services. In the opinion of the administrators who answered this questionnaire, the services of provincial and local health agencies should be available to private schools on the same basis as to public schools.

Again, the comments presented by those favouring health services in private schools were very similar to those already considered above.

All citizens are entitled to these services no matter where they attend school (Catholic).

Health services are rendered on behalf of the individual citizen and should be available without respect to school affiliation (Seventh-Day-Adventist).

Interestingly, however, those who opposed health services in private schools advanced the following reasons:

...only if a financial contribution is made (Public).

Should be for their own (Public).

Library services. Library services for private schools were favoured by the administrators in Alberta and British Columbia. Although private school principals of the two provinces and the Alberta superintendents responded similarly on this item, the analysis showed that the superintendents in British Columbia were less favourable toward the provision of such services.

The following were among the comments favouring library services in private schools:

This matter concerns the whole community and is outside the jurisdiction of Education authorities (Public).

Since their parents are taxpayers they should not be denied this service (Catholic).

Many private schools have not the financial backing to maintain this important service (Christian Reformed).

Administrators who were opposed to library services in private schools made these comments:

Available on payment (Nonparochial).

The reading standards differ too greatly (Seventh-Day-Adventist).

Audio-visual aids. In the analysis of this item in Section II, it was determined that the principals of private schools in both provinces and the superintendents in Alberta approve the provision of audio-visual aids for private schools. Superintendents in British Columbia are opposed to such aid.

The comments accompanying the replies to this item were similar to those already listed. Most frequently, administrators favouring this practice suggested that all children of tax-paying parents should receive equal benefits.

Tests and measurements. Current thinking in Alberta and British Columbia favours the availability of the services of the provincial Divisions of Tests and Measurements to private schools. As mentioned earlier, public school superintendents were weaker in their support of this service than were the other respondents.

Administrators who favoured making the services of the Divisions of Tests and Measurements available to the private schools presented the following reasons for their opinions:

To maintain standards (Public).

To non-profit schools only (Catholic).

To maintain standards and also let the private school know where they stand (Christian Reformed).

Provincial textbooks. The provision of provincial textbooks for parochial schools was favoured by the administrators in Alberta and in British Columbia. Statistically, it was shown that the opinion of the superintendents in British Columbia was not as strong as that of the other

respondents in support of the provision of textbooks for private schools.

Administrators advanced the following reasons in support of their opinions:

...there should be no discount (Public).

This is a service to the individual not the particular school (Anglican).

Cost of any textbook whether provincial or not should be met by the government (Catholic).

Transportation. The public school superintendents in both provinces were opposed to transporting private school children by public school buses. Private school principals, however, favoured such a practice.

Some of the comments made by administrators who favoured the use of public school buses for the transportation of private school children were as follows:

...only where the transportation of private school children does not entail the purchase of additional equipment, the establishment of new routes, and undue additional cost (Public).

The taxes paid in support of the public schools should justify equal service in this respect (Public).

The parents' taxes help to pay for these buses, and hence their children should be allowed to use them. They are not asking a charity (Catholic).

Providing it doesn't mean additional expense to the municipality (Seventh-Day-Adventist).

The following were among the comments expressed by those who opposed this practice:

This is the responsibility of the private school (Public).

Rivalry precludes happy use (Public).

Since private school children often come from a very large surrounding district, it would seem unreasonable to expect public school buses to provide transportation (Nonparochial).

Teachers' pension plans. The analysis of this item showed that only the superintendents in British Columbia were opposed to permitting "certified" teachers of private schools to participate in provincial pension plans with public school teachers. The superintendents in Alberta were strong in their support of such a practice.

Administrators favouring this practice offered the following comments:

If the basic aims of education in a democratic state are maintained in all schools, I fail to see a place for discrimination (Public).

Provided work is inspected by Public school inspectors (Public).

In this way we would be able to hold our qualified teacher (Catholic).

I would like to see this so that teachers could transfer from public to private schools or the reverse without interference with their pensions. The private school would of course have to assume its share of the pension (Nonparochial).

Unfavourable opinions were supported by the following reasons:

This would call for contributions from the provincial government (Public).

Private schools must remain independent (Nonparochial).

Private schools are not on the same salary basis (Nonparochial).

Experience credited. Private school principals in both provinces and the public school superintendents in Alberta strongly recommended that

"certified" teachers be credited with experience gained in private schools. The British Columbia public school superintendents were opposed to recognizing teaching experience gained in private schools.

The following comments were presented in support of giving experience credit to private school teachers:

Experience is experience irrespective of school system.
(Public).

If such experience is an indication of satisfactory teaching methods and pupil control, it should be credited
(Public).

For purposes of permanent certification and for salary computation when transferring to a public school system
(Public).

This would encourage good teachers to join private school staffs (Catholic).

Providing provincial curriculum is followed and inspection takes place (Hebrew).

...this experience would be in no measure less worthwhile and deserving of recognition (Lutheran).

The following reasons were submitted in support of a negative response to this question:

Experience may be unsupervised and apart from objectives of public schools (Public).

Experience often detrimental rather than an asset (Public).

Provincial control. All of the administrators in Alberta and British Columbia thought public support of parochial and nonparochial schools should be accompanied by such provincial controls as certification of teachers, regular reports to public education agencies, and

general supervision by public school agencies. The statistical analysis showed that principals of private schools in Alberta were stronger in their support of this item than were the principals of private schools in British Columbia.

Considering the relative position of this item, it is interesting to note that public and private school administrators place provincial control high and low, respectively, in desirability.

Some of the comments which were expressed by administrators who favoured a measure of provincial control of private schools were as follows:

As much provincial control as possible should be exercised over private schools (Public).

If taxes were to support private schools, then control is necessary (Public).

Provided this does not mean undue control of curriculum (Public).

This would be a distinct advantage to private schools and allow some measure of control to provincial authorities which they should have if grants are being made (Hebrew).

A minimum measure of such control is justifiable, with or without support, to guarantee at least minimum rights to the citizens involved (Lutheran).

...but not to the extent of surrendering the Bible and Christian emphasis (Nonparochial).

Administrators who were opposed to a measure of provincial control of private schools put forward the following comments:

Some certification, but not necessarily that of the province (Catholic).

It should not be accompanied by these controls, but I believe it invariably will be (Seventh-Day-Adventist).

If private schools have to have all staff members certified by the province and (be) subject to full inspection then there is little point in their existence. One of the principal assets of a private school is that its staff can have a wide and varied background. They must be qualified but there are many good qualifications other than those of a particular province (Nonparochial).

Public school agency jurisdiction. Even without public support of private education some administrators think that public school agencies should have some jurisdiction over parochial and nonparochial schools. In this section, responses of the public and private school administrators regarding specific aspects of education will be summarized. These items were not analyzed for statistical differences, and are only descriptive in nature.

It was the opinion of 83% of the administrators in Alberta and 51% of the administrators in British Columbia that the curriculum of the private school should come under the jurisdiction of public school agencies.

Only 6% and 2% of the administrators in Alberta and British Columbia, respectively, thought that the public school agencies should have any jurisdiction over the financing of private education.

Loyalties held by pupils of private schools, according to 40% of Alberta administrators and 29% of British Columbia administrators, should come under the jurisdiction of public school agencies.

Current thinking in regard to private school teaching texts suggests that 68% and 41%, respectively, of the administrators in

Alberta and British Columbia favour public jurisdiction over private school texts.

Teacher certification of private school teachers, according to the responses of 70% and 39% of the administrators in Alberta and British Columbia, respectively, should come under public school agency jurisdiction.

Only 10% of the Alberta administrators and 4% of those in British Columbia suggested that religious instruction should come under the jurisdiction of public school agencies. None of the public school administrators in British Columbia shared this opinion.

Regular reports of private schools to public education agencies were favoured by 49%, and 25% of the administrators in Alberta and British Columbia, respectively.

Additional comments. In an attempt to reflect some of the general thinking of the administrators in Alberta and British Columbia regarding public support of private education, several questionnaire extracts follow:

In regard to financial aid to private schools, the administrators commented:

Residential schools serving pupils from remote areas should be given some special consideration (Public).

...our attitude should be one of helpful suggestions with some financial aid to be determined by circumstances (Public).

...we should give a better deal to private schools whether religious or not (Public).

A per capita grant for each child educated in a private school based on the per capita cost of a child educated in the public schools of the Province (Catholic).

...(public agencies) should encourage and even abet the furtherance of the unique and distinctive features of private school education (Lutheran).

In lieu of public support of private schools, parents paying private tuition...should be permitted to deduct such payments...from taxable income (Nonparochial).

In regard to the existence of private schools, the following comments were made:

Parochial schools should not be permitted under any circumstances. Nonparochial private schools should get the same support as is now given to public schools (Public).

...children of all faiths are entitled to the same educational opportunities. These opportunities should not be restricted by forcing the children to attend...denominational systems (Public).

...in too many of the Parochial schools the purpose of founding them is primarily to indoctrinate a specific creed... (Public).

Private schools were never meant to become institutions of opposition to public schools; they were destined to complement--to bring certain features of the person (child) to a fuller flowering (Catholic).

By segregating the children, this creates stresses and strains in the community life that are not desirable. In many cases, enrolment in schools is so small that a proper educational service cannot be given, and in the case of private schools, the employment of poorly qualified teachers further jeopardizes the educational opportunity of the children (Public).

Duplication of service is unwise, uneconomical, and unpractical for all parties,...this does exist in our present system in sparsely settled areas...I do believe that if our democracy is to thrive, this basic freedom of choice should be given to our young people (Public).

...only private schools live up to the definition of democracy in that first of all education is in the hands of the parents ... (Christian Reformed).

IV. SUMMARY

Current thought in regard to public support of private education in Alberta and British Columbia reflects the divergence of opinion existing among the administrators in these provinces. In reviewing the questionnaire responses, it was found that the administrators are of varying opinions regarding the support of private schools.

The statistical analysis of the data revealed to what extent administrators differed significantly in their opinions. Most of the differences were significant at the .01 level, and the contingency coefficient served to indicate the magnitude of the differences.

The respondents to this questionnaire were fully agreed that courses of study and health services should be available to private schools on the same basis as to public schools. Similarly, with the exception of the Alberta private school principals registering stronger support than British Columbia private school principals, all administrators agreed to a measure of provincial control of private schools.

In general, it may be said that significant differences of opinion exist between the principals of private schools and the superintendents of public schools of both provinces, the superintendents of public schools of Alberta and the superintendents of public schools of British Columbia, and the principals of private schools and the superintendents of public schools in British Columbia. On the other hand,

a high degree of consensus of opinion exists between the principals of private schools in Alberta and the principals of private schools in British Columbia, the principals of different parochial schools in Alberta, and the principals of Non-Catholic parochial and nonparochial schools in both Alberta and British Columbia.

In spite of the apparent divergence of opinion among the administrators, the findings indicate general agreement on several items of response. Without exception, the administrators of both provinces favour public support of private education through the provision of courses of study to private schools. Similarly, when the administrators are grouped by province and by affiliation (private and public), they also agree that the services of health agencies, the provincial consultative services in administration, and the services of the Division of Tests and Measurements should be available to private schools on the same basis as to public schools.

On the other hand, the administrators are least in favour of supporting private education through local district taxation, full provincial support, partial aid only, and by providing transportation facilities to private school children.

The comments or reasons of the respondents in support of their opinions were very similar to the arguments commonly advanced on this controversial topic. Administrators who favoured public support of private education did so on the premises that freedom of choice should not be penalized; as taxpayers, private school supporters deserve a share of the public funds; a democratic system should provide equal

benefits to all; the health and welfare of individual children should not be threatened; and that the private school makes a valuable contribution to society. In opposition to public support of private education, the administrators argued that the state and the church must remain separate; those who prefer private education to public education must be willing to pay the price; such support would be a subsidization of religious indoctrination; such support would be extremely wasteful and result in a duplication of facilities; and that such support would necessarily be accompanied by control.

CHAPTER VI

SUMMARY

It was the purpose of this study to determine legal provisions regarding public aid to private elementary and secondary schools; to determine to what extent private schools are supported by public funds, directly or indirectly; and to ascertain current thinking in regard to such support as reported by administrators of parochial schools, non-parochial private schools, and public schools. In order to evaluate current thinking, it was further purposed to discover whether opinion differed significantly from one group of administrators to another, and from one province to another.

SUMMARY

Legal provisions. The legal provisions for public support of private education were determined by research in the legal documents of the two provinces. The findings show that both provinces have provisions which allow some public support of private education.

1. Only Alberta has provisions which allow some direct appropriations to private schools in unorganized territories. Persons teaching in areas where no schools are established in British Columbia, could qualify for a special salary grant.

2. Indirect aid to private schools is legally possible through the provision of transportation facilities in Alberta, and

through the provision of textbooks in British Columbia.

3. In Alberta school boards are permitted to pay the tuition fees of students in private schools.

4. All private schools in British Columbia are exempt from the payment of property taxes. In Alberta, tax exemption is possible only by special legislation. In both provinces, local councils may make grants in aid of private education.

Present practices. Interviews were conducted with Provincial Government and University personnel to determine the extent of Public support of private education in Alberta and British Columbia.

1. Provincial superintendents supervise instruction in private schools in Alberta, but only visit private schools in British Columbia by special request.

2. Consultative services in administration are available to private schools in Alberta, but only by special request to private schools in British Columbia. Crossing guards near private schools are provided by public agencies in both provinces.

3. Provincial and/or local health services are provided for private school pupils in both provinces.

4. Library services from public agencies are available to private schools in both provinces.

5. Films and other audio-visual aids are available to private schools through the Department of Education in Alberta, but not in British Columbia. The film services of the Universities, however, are available to private schools in both provinces.

6. Only the Alberta Division of Tests and Measurements makes its services available to private schools on the same basis as to public schools. Private school students in both provinces are required to write Departmental examinations for course credit. In British Columbia, however, these requirements are more rigid for private school students than for public school students.

7. Textbooks are provided for children in private schools on the same basis as for children in public schools in both provinces.

8. Transportation of private school children at public expense is permitted in Alberta only.

9. Neither Alberta nor British Columbia private school teachers are permitted to participate in the provincial pension plans of public school teachers.

10. Experience gained in private schools is not recognized by the Department of Education in British Columbia. In Alberta, the local school board rules on this matter.

11. Neither province requires private schools to be licensed, but the Alberta government does exert regulatory controls over private schools.

12. Private schools benefit by the professional contacts of their teachers with public school teachers in both provinces.

Current opinion. A questionnaire was sent to the principals of private schools and the superintendents of public schools to ascertain current thinking in regard to public support of private education. The sample included the principals of parochial and non-

parochial private schools, and the superintendents in Alberta and British Columbia. A total of 181 questionnaires were returned. The responses were summarized and the data were analyzed statistically to determine significant differences of opinion from one province to another and from one group of administrators to another. A summary of the opinions expressed includes:

1. Full provincial support of private schools was opposed by the superintendents of public schools, and approved by the principals of private schools.
2. Partial aid only for the support of private schools was opposed by the superintendents, and approved by the private school principals. The Alberta private school principals opposed partial aid for the support of parochial schools.
3. Local district taxation for the support of private education was opposed by more than 85 per cent of the respondents. Only the Catholic principals of British Columbia favoured such aid.
4. Sixty-three per cent of the jurors approved property tax-exemptions for private schools. Private school principals were stronger in their support for such aid.
5. Ninety-three per cent of the respondents favoured the provision of courses of study to private schools.
6. The private school principals and the Alberta public school superintendents believed that provincial supervisory services should be available to private schools. Such aid was opposed by the British Columbia superintendents.

7. Eighty-four per cent of the administrators approved the provision of consultative services in administration to private schools.

8. Provincial and/or local health services for private school children were favoured by 89 per cent of the jurors.

9. The administrators approved the availability of library services to private school children.

10. Seventy-two per cent of the administrators approved the provision of audio-visual aids to private schools. The British Columbia public school superintendents opposed such aid.

11. The administrators agreed that the services of the Division of Tests and Measurements should be available to private schools.

12. Seventy-eight per cent of the jurors thought provincial textbooks should be available for private school students.

13. Transportation of private school pupils by public school bus was opposed by the superintendents and approved by private school principals.

14. Two-thirds of the jurors approved the participation of certified private school teachers in the provincial pension plans of public school teachers. The British Columbia superintendents, however, opposed such a practice.

15. Experience gained in private schools should be credited, according to all but the superintendents in British Columbia.

16. Seventy-eight per cent of the jurors stated there should be some provincial controls of private education if some support was extended to private schools.

17. Even if no public support is extended to private schools, the administrators all agree that the public school agencies should have some jurisdiction over the curriculum of the private school. Alberta administrators also favoured such jurisdiction over teaching texts and teacher certification. British Columbia administrators opposed such controls. The administrators were all of the opinion that the financing of private education, private school loyalties, and religious instruction should not come under public jurisdiction.

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1. The first part of the paper discusses the importance of the study.

2. The second part of the paper discusses the methodology used in the study.

3. The third part of the paper discusses the results of the study.

4. The fourth part of the paper discusses the conclusions of the study.

5. The fifth part of the paper discusses the implications of the study.

6. The sixth part of the paper discusses the limitations of the study.

7. The seventh part of the paper discusses the future research.

8. The eighth part of the paper discusses the acknowledgments.

9. The ninth part of the paper discusses the references.

10. The tenth part of the paper discusses the appendices.

11. The eleventh part of the paper discusses the index.

12. The twelfth part of the paper discusses the glossary.

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APPENDIX A

- I. Letter Accompanying Questionnaire.
- II. Questionnaire sent to Principals at Private Schools and Superintendents at Public Schools.
- III. Data Sheet accompanying Questionnaires Sent to Principals at Private Schools.

University of Alberta

Edmonton, Alberta

June 7, 1960

Dear Sir or Madam:

You and a number of other prominent persons have been selected to assist in an attempt to ascertain: What is current thinking in regard to public support of private education.

The percentage of pupils attending private schools in Canada is on the increase. In 1957, there were 151,141 children being taught by 10,869 teachers in 1,212 private, elementary and secondary schools. Considering these facts, will you please indicate your personal opinion on the enclosed form? Feel free to express yourself as fully as you care to upon any or all of the items.

Your replies to the questions will be held in strict confidence and your identity will not be revealed in the tabulation of results. These tabulated data will be used in writing a thesis for the M. Ed. degree at the University of Alberta.

I am enclosing an addressed, stamped envelope for your convenience in returning your completed form to:

Abram G. Konrad
Faculty of Education
University of Alberta
Edmonton, Alberta

Your cooperation in making this study possible is greatly appreciated.

Yours very truly,

Abram G. Konrad

PUBLIC SUPPORT OF PRIVATE ELEMENTARY AND SECONDARY SCHOOLS

The purpose of this questionnaire is to ascertain current thinking in regard to public support of private education as reported by the administrators of parochial private schools, non-parochial private schools, and public schools.

In completing this questionnaire, please note that each question contains two parts. Place a check in the appropriate box of each part. Your comments or reasons for your views will be most welcome.

I am grateful to you for your help in this study.

Should private schools receive provincial aid as do public schools?

Yes No No Opinion

a ☐ ☐ ☐

a. Parochial private schools?

b. Nonparochial private schools?

b ☐ ☐ ☐

Comment _____

Should private schools receive at least partial aid from provincial governments? (i.e., difference between the cost of educating a pupil in a private school and educating a pupil in a public school).

a ☐ ☐ ☐

a. Parochial private school?

b. Nonparochial private school?

b ☐ ☐ ☐

Comment _____

Should there be local district taxation for the support of private schools?

a ☐ ☐ ☐

a. Parochial private schools?

b. Nonparochial private schools?

b ☐ ☐ ☐

Comment _____

Should there be tax-exemptions for private non-profit schools?

a ☐ ☐ ☐

a. Parochial private schools?

b. Nonparochial private schools?

b ☐ ☐ ☐

Comment _____

- | | Yes | No | No Opini |
|---|--------------------------|--------------------------|--------------------------|
| 5. Should provincial and local courses of study be available to private schools? | ☐ | ☐ | ☐ |
| a. To parochial private school? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |
| 6. Should service of provincial and local supervisory staffs be available to private schools on the same basis as to public schools? | ☐ | ☐ | ☐ |
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |
| 7. Should provincial consultative services in administration be available to private schools on the same basis as to public schools? (i.e., building specifications, health and safety standards, etc.) | ☐ | ☐ | ☐ |
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |
| 8. Should services of provincial and local health agencies be available to private schools on the same basis as to public schools? | ☐ | ☐ | ☐ |
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |
| 9. Should library services be available to private schools on the same basis as to public schools? | ☐ | ☐ | ☐ |
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |
| 10. Should film or other audio-visual materials be available to private schools on the same basis as to public schools? | ☐ | ☐ | ☐ |
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
| Comment _____ | | | |
| _____ | | | |
| _____ | | | |

1. Should services of the provincial Division of Tests and Measurements be available to private schools on the same basis as to public schools?
- | | Yes | No | No Opinion |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
- Comment _____
-
-
2. Should provincial textbooks be available to private schools on the same basis as to public schools?
- | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| a. To parochial private schools? | ☐ | ☐ | ☐ |
| b. To nonparochial private schools? | ☐ | ☐ | ☐ |
- Comment _____
-
-
3. Should transportation by public school bus be made available to private school children?
- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| a. To parochial private school children? | ☐ | ☐ | ☐ |
| b. To nonparochial private school children? | ☐ | ☐ | ☐ |
- Comment _____
-
-
4. Should "certified" teachers of private schools be permitted to participate in provincial pension plans on the same basis as do teachers of public schools?
- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| a. Parochial private school teachers? | ☐ | ☐ | ☐ |
| b. Nonparochial private school teachers? | ☐ | ☐ | ☐ |
- Comment _____
-
-
5. Should "certified" teachers be credited with experience gained in private schools?
- | | | | |
|-------------------------------------|--------------------------|--------------------------|--------------------------|
| a. In parochial private schools? | ☐ | ☐ | ☐ |
| b. In nonparochial private schools? | ☐ | ☐ | ☐ |
- Comment _____
-
-
6. If some degree of public support is extended to parochial and nonparochial private schools, do you think it should be accompanied by such provincial controls as certification of teachers in such schools, regular reports to public education agencies, and general supervision by public school agencies?
- | | | | |
|----------------------------------|--------------------------|--------------------------|--------------------------|
| a. Parochial private schools? | ☐ | ☐ | ☐ |
| b. Nonparochial private schools? | ☐ | ☐ | ☐ |
- Comment _____
-
-

- Parochial private schools?
- Nonparochial private schools?

Curriculum _____	Teaching texts or materials _____
Finance _____	Teacher certification _____
Loyalty _____	Religious instruction _____
Reporting to public school agencies _____	

-
- This image shows a single page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

(Please complete and return with questionnaire)

115

DATA SHEET

Information compiled by _____

Position _____

Name of School _____

Type of Private School: Parochial _____ Nonparochial _____

If parochial, please indicate church affiliation _____

Grades taught (please indicate) _____

Number of Staff members (including principal) _____

Total enrollment (June 1) _____

APPENDIX B

REGULATIONS GOVERNING THE ESTABLISHMENT AND OPERATION OF PRIVATE SCHOOLS IN ALBERTA

- I. O/C No. 4/46 Re: Private Schools.
- II. Application For Private School.
- III. Minimum Qualifications for Teachers in Private
Schools of Alberta.
- IV. Application for Renewal Authority to Operate a
Private School.
- V. Letter of Approval.
- VI. Annual Report of Private School to the Department
of Education.

GOVERNMENT OF THE PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

RE: PRIVATE SCHOOLS

A private school means any school other than a school operated by a school district or a school division which offers or purports to offer instruction in courses established by the Department or courses substantially the same.

REGULATIONS

The following regulations have been made by Order-in-Council No. 4/46:

1. No private school shall be established or conducted unless and until the approval of the Minister of Education, in writing, shall have been obtained.
2. A private school may be established or conducted by an individual, a group of individuals, a company, an organization, a society, a church, or such other person or persons as may be approved by the Minister.
3. Any application for permission to establish a private school shall set forth the name or names of the person or persons or organization owning and controlling such school; and the application shall state the reason or reasons for the establishment of the school, and shall provide such additional information as may be required by the Minister.
4. The Minister at his discretion may withhold approval of any application and in so doing may give consideration to such factors as to him appear relevant, including the size of the community in which it is proposed to establish the school and the probable effect upon presently existing schools.
5. Private schools shall be conducted in buildings or premises which meet the requirements of the Department of Education.
6. Private schools shall not, in communities where graded school facilities are available, offer work above Grade VIII unless more than one teacher is employed.
7. The program of studies of the Department of Education shall be substantially followed: the time devoted to instruction shall be equivalent to that required in public schools; and the same standard of attainment shall be expected as of public schools.

8. Teachers employed in private schools shall possess valid Alberta teaching certificates of appropriate class or, in exceptional cases, equivalent academic and professional qualifications acceptable to the Minister.
9. Private schools shall be subject to inspection by inspectors of the Department of Education.
10. The Minister, with the approval of the Lieutenant-Governor in Council, may revoke or suspend the approval of any private school if in his opinion it is not being conducted in accordance with these regulations or if in his opinion, its presence in any community is impeding the development of school facilities in such community.

APPLICATION FOR PRIVATE SCHOOL

1. Application is hereby made under Section 3 of the Regulations, O/C 4/46, for permission to establish a private school to be known as:

.....

2. Name or names of person or persons or organization owning or controlling such school:

.....

3. Reason or reasons for establishing the school:

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4. Grades in which it is proposed to offer instruction:

5. Staff of school:

Academic and Professional Qualifications

Name

Certificate

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.....

6. (a) Please describe in detail the room or rooms in which the classes are to be conducted, and attach a floor plan showing dimensions of room or rooms, and location of doorways, windows, and fire escapes:

- (b) Height of ceiling: _____

7. The following additional information is required:

- (a) Number and size of windows:

- (b) Number and size of panes in each window:

Height of window sills above floor:

- (c) Type of desks provided for pupils: _____

- (d) Other equipment:

- (e) Number of pupils per classroom: _____
- (f) Method of heating: _____
- (g) Lavatory accommodation: _____
- (h) Ventilating facilities: _____
- (i) Fire protection: _____
- _____

Dated at _____

(Signature of Applicant)

Address: _____

_____19_____

This application is to be sent to: The Chief Superintendent of Schools
Department of Education
EDMONTON, Alberta.

MINIMUM QUALIFICATIONS FOR
TEACHERS IN PRIVATE SCHOOLS OF ALBERTA

(These requirements are effective September 1, 1955)

1. Teachers of Grades I - IX, inclusive.

- (a) A valid Alberta teacher's certificate of appropriate class
OR
- (b) Alberta senior matriculation or the equivalent academic training, and at least 4 approved professional courses, including Practice Teaching, in an institution approved by the Minister of Education.

A person who is granted permission to teach under this section will be required to qualify for an Alberta teacher's certificate within two years of the date of the issuance of his teaching authority by the Department of Education.

2. Teachers of Grades X - XI, inclusive.

- (a) A valid Alberta teacher's certificate of appropriate class
OR
- (b) Two years of academic and professional training beyond Alberta senior matriculation or the equivalent. The professional education is to consist of not less than 4 approved teacher training courses, including Practice Teaching, in an institution approved by the Minister of Education.

A person who is granted permission to teach under this section will be required to qualify for an Alberta teacher's certificate within two years of the date of the issuance of his teaching authority by the Department of Education.

3. Teachers of Grades X - XII, inclusive.

- (a) A valid Alberta teacher's certificate of appropriate class
OR
- (b) A Bachelor's Degree from an approved University and a minimum of 4 professional courses in an institution approved by the Minister of Education.

A person who is granted permission to teach under this section will be required to qualify for an Alberta teacher's certificate within two years of the date of the issuance of his teaching authority by the Department of Education.

THE HISTORY OF THE

REIGN OF KING CHARLES THE FIRST

BY SAMUEL JOHNSON, ESQ.

THE HISTORY OF THE REIGN OF KING CHARLES THE FIRST

FROM THE YEAR 1625 TO 1649

IN THREE VOLUMES. VOL. I.

LONDON: Printed by J. Sturges, at the Angel in St. Dunstons Church-yard, 1725.

THE HISTORY OF THE REIGN OF KING CHARLES THE FIRST

FROM THE YEAR 1625 TO 1649

IN THREE VOLUMES. VOL. II.

LONDON: Printed by J. Sturges, at the Angel in St. Dunstons Church-yard, 1725.

THE HISTORY OF THE REIGN OF KING CHARLES THE FIRST

FROM THE YEAR 1625 TO 1649

IN THREE VOLUMES. VOL. III.

LONDON: Printed by J. Sturges, at the Angel in St. Dunstons Church-yard, 1725.

4. Summer School Attendance.

An undertaking to attend summer school in the Faculty of Education, University of Alberta, to complete approved courses, is a prerequisite to the issuance of Alberta teachers' certificates to the following types of applicants who may be eligible for certification in other respects:

(i) teachers from other Canadian provinces who hold interim certificates in those provinces.

(ii) teachers from outside Canada.

5. Evaluations of the academic and professional qualifications required of teachers in private schools are the responsibility of the Registrar, Department of Education.
6. A Memorandum of Permission to Teach may be issued by the office of the Registrar to persons who cannot qualify for Alberta certification, but who are eligible under sub-section (b) of sections 1, 2 and 3 above.
7. A person who is teaching with the authority of the Department of Education in a private school during the school year 1954-55 will be required to qualify for an Alberta teacher's certificate of appropriate class not later than August 31st. 1959.

Form: 311-AT-15 (400)

APPLICATION FOR RENEWAL OF AUTHORITY
TO OPERATE A PRIVATE SCHOOL

The Chief Superintendent of Schools,
Department of Education,
EDMONTON, Alberta.

It is requested that the authority of _____

(Organization operating School)

to operate a private school be renewed for the year 19__.

Name of Applicant _____

Position in Organization _____

Address _____

- - - - -

1. Name of school _____

2. Has there been any change in the classroom accommodation during
the past year? _____

If so, please indicate below:

The Department will request, by a letter or form which will be
sent to you about the middle of August, the names of your teachers
for the coming year.

GOVERNMENT OF THE PROVINCE OF ALBERTA

DEPARTMENT OF EDUCATION

Refer to File No.

Administration Building
10820 - 98 Avenue,
Edmonton, Alberta.

Dear Sir or Madam:

Receipt by the Department of Education of your Application for Renewal of Authority to operate a Private School is hereby acknowledged.

You are hereby assured of the approval of the Minister of Education for the operation of _____ private school during the school year 1960-1961.

The Department will request by a letter or form which will be sent to you about the middle of August, the names of the teachers who, it is proposed, will be members of your staff for the coming school year.

Yours very truly,

H. C. Sweet
Asst. Chief Supt. of Schools.

133

Excerpt from the book "The Great Gatsby" by F. Scott Fitzgerald.

PRIVATE ELEMENTARY AND SECONDARY SCHOOLS
REPORT FOR THE SCHOOL YEAR BEGINNING SEPTEMBER 1941

REPLACES UNDER THE SIGNATURE OF _____

— 35 —

SECRET

1941

1. Name	2. Organization	3. Type	4. Date
Church or religious order	☐ Non-Sectarian ☐ Hebrew	☐ Boys' school	Grades taught in this school
Organization	☐ Anglican ☐ Other specify	☐ Girls' school	
Society	☐ Roman Catholic	☐ Co-educational	
Private owners	☐ United Church		

三

[Faint, illegible markings]

	Men	Women	Total
Number of teachers (including principal)			
1. Full-time teachers			
2. Part-time teachers			

[illegible][illegible]

B. STAFF -- Continued

3. Number of full-time Lay and Religious teachers receiving salaries of the amounts indicated:

Salary	Lay	Re- ligious	Salary	Lay	Re- ligious	Salary	Lay	Re- ligious	Salary	Lay	Re- ligious	Salary	Lay
\$			\$			\$			\$			\$	
No salary			1,925 - 2,024			3,025 - 3,124			4,125 - 4,224			5,225 - 5,324	
Below 1,025			2,025 - 2,124			3,125 - 3,224			4,225 - 4,324			5,325 - 5,424	
1,025 - 1,124			2,125 - 2,224			3,225 - 3,324			4,325 - 4,424			5,425 - 5,524	
1,125 - 1,224			2,225 - 2,324			3,325 - 3,424			4,425 - 4,524			5,525 - 5,624	
1,225 - 1,324			2,325 - 2,424			3,425 - 3,524			4,525 - 4,624			5,625 - 5,724	
1,325 - 1,424			2,425 - 2,524			3,525 - 3,624			4,625 - 4,724			5,725 - 5,824	
1,425 - 1,524			2,525 - 2,624			3,625 - 3,724			4,725 - 4,824			5,825 - 5,924	
1,525 - 1,624			2,625 - 2,724			3,725 - 3,824			4,825 - 4,924			5,925 - 6,024	
1,625 - 1,724			2,725 - 2,824			3,825 - 3,924			4,925 - 5,024			6,025 - 7,024	
1,725 - 1,824			2,825 - 2,924			3,925 - 4,024			5,025 - 5,124			7,025 - 8,024	
1,825 - 1,924			2,925 - 3,024			4,025 - 4,124			5,125 - 5,224			8,025 and over	

4. Value of Unpaid Services

In order to estimate the total value of unpaid services contributed by members of religious teaching orders it is necessary to have reliable figures. If, in this school, there are any such teachers receiving little or no salary but whose food, clothing and shelter are provided by the Order, please indicate approximately how much it costs the Order to support a member for a year

\$

C. RATE OF FEES

Rate of Fees: (a) For tuition only, per pupil per annum..... \$

(b) For board and lodging, per pupil per annum \$

NOTE: A residential school may have a separate rate for day pupils: e.g., \$200 a year for day pupils, and \$1,000 a year for total boarders. In this case, the rate for board and lodging only would be \$1,000 - \$200 = \$800. Where there are no resident pupils, be blank unless there is a charge for noon lunches.

Where there are no day pupils, and no stated rate for tuition only, please give an estimated breakdown between rates for tuition and for board.

D. ENROLMENT OF FULL-TIME STUDENTS ONLY1. Number of pupils on the roll on the last school day in September of this school year.
Consider half-day kindergarten or nursery classes as full-time.

(a) Living in residence at the school (boarders)

(b) NOT living in residence at the school (day pupils).....

(c) Total full-time pupils (These are the pupils to be reported in questions 2 below and F on page 4)

Boys	Girls	

2. Province or country of permanent residence of full-time pupils

Province or Country	Number of pupils	Province or Country	Number of pupils	Province or Country	Number of pupils	Province or Country
Newfoundland		Saskatchewan		Bermuda		Venezuela
Prince Edward Island		Alberta		Cuba		Other Countries (specify)
Nova Scotia		British Columbia		Mexico		
New Brunswick		Yukon		West Indies		
Quebec		Northwest Territories		Brazil		
Ontario		United States		Colombia		
Manitoba		United Kingdom		Peru		Total

ME AND EXPENDITURE (for the latest year for which data are available)

Notes and Explanations on Income and Expenditure

section on finance should be completed by the person who is in charge of the accounts. If the books are kept by someone outside the such as the parish priest, or the bursar of a larger institution, please see that the financial section of the report is completed by the person ble.

NOTES

purpose of the financial section is to determine: (1) How much is spent on education in private schools (exclusive of ancillary activities) to show salaries and wages of (a) teachers and (b) other employees and other costs. (2) The sources of the money thus spent (fees, public and other sources).

EXPLANATIONS OF SPECIFIC ITEMS

Report data for the latest completed financial year. This is not the period covered in the other sections of the report.

Fees - See the note on page 2, section C, where the rates of fees for the current year are asked for. Any additional revenue from fees for special subjects such as music, etc., should be included in tuition fees.

Received from public or separate school board - Include here any amounts received from public school boards or Roman Catholic separate school boards for teachers' salaries, rent or tuition fees. Monies received from the education board or committee of a particular denomination or church should be included in "all other income".

Income includes revenue applicable to the school received from any other sources than the two already specified. Where no fees are charged and a school is entirely supported by a church or religious order, the figure reported in this item will be the total income.

Income - Salaries - "Omit teaching proprietor". Except where the school is a limited company, the income of a teaching proprietor is regarded as profit, not salary.

Expenditure - There are some religious institutions where the operation of a school is only one of a number of its activities and only the total cost of operating the institution is accounted for. An estimate of the cost of operating the school only should be reported. One way of doing this is to proceed as follows: (1) Divide the total cost of operating the institution by the number of members of the order and employees who are usually in the institution to arrive at a cost per person. (2) Multiply this cost per person by the number of persons engaged full-time (including the equivalent of full-time - e.g. two engaged half-time) in teaching or taking care of the school. (3) This result may be entered for Item 24 without any attempt at further division among the items of expenditure.

It may happen that the income clearly earmarked for the school (fees, etc.) is not as great as this estimate of expenditure. In that case the difference may be entered in Income Item 13 so that the income balances the expenditure.

and Expenditure (Report data for the last available financial year, to the nearest dollar).

The period covered is from _____ 19__ to _____ 19__

me

Fees (a) Total fees for instruction.....

(b) Total fees for board and lodging.....

Amount received from a public or separate school board, if any, (for salaries, fees, or rent, or a combination of these).....

All other income

Total income

enditures

Salaries and wages (omit teaching proprietor):

(a) Teachers, including any allowances paid to religious teachers

(b) Other employees

Educational costs (other than salaries) including instructional supplies and books; heating, lighting, caretaking, repairs of the classrooms, etc.....

All other costs not included above (such as dormitory and catering costs).....

Total expenditure

l Accommodation

If any additional accommodation was acquired or completed during the past year, what was the total cost (or value) \$

F. ENROLMENT by AGE, GRADE and SEX (Full-time only) Total of each sex should agree with totals in D 1. (c).

AGE (last school day of September)	BOYS by GRADE																Not Grad	
	Nurs- ery	Kin- der- garten	Grade I	II	III	IV	V	VI	VII	VIII	IX	X	XI	XII	XIII	Com- mer- cial	*O s fo r n	
4 Years and under																		
5 Years																		
6 Years																		
7 Years																		
8 Years																		
9 Years																		
10 Years																		
11 Years																		
12 Years																		
13 Years																		
14 Years																		
15 Years																		
16 Years																		
17 Years																		
18 Years																		
19 Years																		
20 Years and Over																		
TOTAL - BOYS ONLY																		

GIRLS by GRADE																	
4 Years and under																	
5 Years																	
6 Years																	
7 Years																	
8 Years																	
9 Years																	
10 Years																	
11 Years																	
12 Years																	
13 Years																	
14 Years																	
15 Years																	
16 Years																	
17 Years																	
18 Years																	
19 Years																	
20 Years and Over																	
TOTAL - GIRLS ONLY																	

* Other - Not graded - Describe by a single term, if possible, those shown in this column
(e.g. theology, students in Jewish culture classes, retarded children, etc.)

Signature of person making report

Official Position

Date

APPENDIX C

STRUCTURAL QUESTIONS FOR RESEARCH AND INTERVIEWS

LEGAL PROVISIONS AND CURRENT PRACTICE
in regard to
PUBLIC SUPPORT OF PRIVATE SCHOOLS

1. Does your province have legal provisions which allow some appropriations for private schools directly?
2. Does your province have legal provisions which allow some appropriations for private schools indirectly?
3. Does your school law permit school boards to pay tuition in approved private schools?
4. In your province are private elementary and secondary schools exempt from the payment of property taxes?
5. Are provincial superintendents available for supervision in private schools on the same basis as in public schools?
6. Are provincial administrative consultants available for service to private schools on the same basis as to public schools? (building specifications, health and safety standards, crossing guards).
7. Are local and provincial health services available to private schools on the same basis as to public schools?
8. Are library services available to private schools on the same basis as to public schools? (public or university).
9. Are films or other audio-visual materials available to private schools on the same basis as to public schools?
10. Are the services of the provincial division of Tests and Measurements available to private schools on the same basis as to public schools? Do private school students write Departmental examinations?
11. Are provincial textbooks available to private schools on the same basis as to public schools?
12. Does your province provide transportation allowances for private school pupils?

13. Does your province permit "certified" teachers of private schools to participate in provincial pension plans on the same basis as teachers of public schools?

14. Are "certified" teachers credited with experience gained in private schools?

15. Does your province license private schools? Does your province require private schools to meet certain specifications before students can receive credit for courses taken in private schools? (e.g., length of term, program of studies, attendance, etc.)

16. Please list any other types of public aid to private schools which are used in your province.

APPENDIX D

- I. Analysis of Returns for Alberta.
- II. Analysis of Returns for British Columbia.

TABLE X
TOTAL NUMBER OF QUESTIONNAIRES SENT TO
ADMINISTRATORS IN ALBERTA AND THE
PERCENTAGE OF RETURNS

Jurors	Number Sent	Number Returned	Percentage Returned
Private school administrators			
Nonparochial	9	5	56
Alliance	1	1	100
Baptist	1	0	0
Catholic	10	7	70
Christian Reformed	4	2	50
Hebrew	3	1	33
Hutterite	3	1	33
Interdenominational	2	2	100
Lutheran	4	4	100
Mennonite	1	1	100
Nazarene	1	0	0
Seventh-Day Adventist	9	8	89
United Church	2	2	100
Total Private administrators . . .	50	34	68
Public school administrators . . .	65	54	83
Total administrators	115	88	77

TABLE XI

TOTAL NUMBER OF QUESTIONNAIRES SENT TO
ADMINISTRATORS IN BRITISH COLUMBIA
AND THE PERCENTAGE RETURNS

Jurors	Number Sent *	Number Returned *	Percentage Returned
Private school administrators			
Nonparochial		10	
Anglican		2	
Catholic		30	
Christian Reformed		4	
Hebrew		1	
Lutheran		1	
Mennonite		2	
Seventh-Day Adventist		5	
Total Private administrators .	113	55	49
Public school administrators .	47	38	81
Total administrators	160	93	58

* The information regarding the type of private school was not available for the private schools in British Columbia.

APPENDIX E

QUESTIONNAIRE RESPONSES

IN TABULAR FORM

TABLE XII
FULL PROVINCIAL SUPPORT OF PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2	2	1	40
Alliance	0	1	0	0
Catholic	5	2	0	71
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	0	2	0	0
Lutheran	1	3	0	25
mennonite	1	0	0	100
Seventh-Day Adventist	0	8	0	0
United Church	2	0	0	100
Total Private administrators. . .	14	18	2	41
Public school administrators. . .	7	47	0	13
Total administrators	21	65	2	24

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OF THE

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TABLE XIII

FULL PROVINCIAL SUPPORT OF PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3	4	3	30
Anglican	0	2	0	0
Catholic	28	0	2	93
Christian Reformed	3	1	0	75
Hebrew	1	0	0	100
Lutheran	0	1	0	0
Mennonite	1	1	0	50
Seventh-Day Adventist . . .	1	4	0	20
Total Private administrators	37	13	5	67
Public school administrators	3	33	2	8
Total administrators	40	46	7	43

TABLE 1

Summary of the results of the analysis of variance for the effect of the treatment on the response of the subjects to the test.

Treatment				Control				Total			
Mean				Mean				Mean			
10				10				10			
15				15				15			
20				20				20			
25				25				25			
30				30				30			
35				35				35			
40				40				40			
45				45				45			
50				50				50			
55				55				55			
60				60				60			
65				65				65			
70				70				70			
75				75				75			
80				80				80			
85				85				85			
90				90				90			
95				95				95			
100				100				100			

TABLE XIV
FULL PROVINCIAL SUPPORT OF NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	1	0	80
Alliance	1	0	0	100
Catholic	5	2	0	71
Christian Reformed . . .	2	0	0	100
Hebrew : : : : : . .	1	0	0	100
Hutterite	0	0	1	0
Interdenominational. . .	0	0	2	0
Lutheran	1	2	1	25
Mennonite	1	0	0	100
Seventh-Day Adventist. .	1	4	3	13
United Church	2	0	0	100
Total Private administrators	18	9	7	53
Public school administrators	6	48	0	11
Total administrators . . .	24	57	7	27

THE UNIVERSITY OF CHICAGO

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THE UNIVERSITY OF CHICAGO
 5408 S. UNIVERSITY AVE.
 CHICAGO, ILL. 60637

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 CHICAGO, ILL. 60637

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TABLE XV

FULL PROVINCIAL SUPPORT OF NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	5	0	50
Anglican	0	2	0	0
Catholic	20	0	10	67
Christian Reformed	3	1	0	75
Hebrew	0	0	1	0
Lutheran	0	0	1	0
Mennonite	0	1	1	0
Seventh-Day Adventist	2	1	2	40
Total Private administrators	30	10	15	55
Public school administrators	1	36	1	3
Total administrators	31	46	16	33

TABLE XVI
PARTIAL AID FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2	2	1	40
Alliance	0	1	0	0
Catholic	5	0	2	71
Christian Reformed	1	0	1	50
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	1	1	0	50
Lutheran	1	3	0	25
Mennonite	0	1	0	0
Seventh-Day Adventists	0	8	0	0
United Church	1	1	0	50
Total Private administrators	12	17	5	35
Public school administrators	10	41	3	19
Total administrators	22	58	8	25

1990-1991

(The following table shows the results of the 1990-1991 season)

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The following table shows the results of the 1990-1991 season. The table is divided into two parts: the first part shows the results of the 1990-1991 season, and the second part shows the results of the 1991-1992 season.

				1990-1991	1991-1992
1990-1991	1990-1991	1990-1991	1990-1991	1990-1991	1991-1992
				1990-1991	1991-1992
				1990-1991	1991-1992
				1990-1991	1991-1992
	1990-1991	1990-1991	1990-1991	1990-1991	1991-1992
				1990-1991	1991-1992
				1990-1991	1991-1992
				1990-1991	1991-1992

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1990-1991	1990-1991	1990-1991	1990-1991	1990-1991	1990-1991
1990-1991	1990-1991	1990-1991	1990-1991	1990-1991	1990-1991

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1990-1991	1990-1991	1990-1991	1990-1991	1990-1991	1990-1991
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TABLE XVII
PARTIAL AID FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1	4	5	10
Anglican	1	1	0	50
Catholic	27	2	1	90
Christian Reformed	3	1	0	75
Hebrew	1	0	0	100
Lutheran	0	1	0	0
Mennonite	1	1	0	50
Seventh-Day Adventist	1	4	0	20
Total Private administrators	35	14	6	64
Public school administrators	4	33	1	11
Total administrators	39	47	7	42

TABLE XVIII
PARTIAL AID FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No response	
Private school administrators				
Nonparochial	3	1	1	60
Alliance	1	0	0	100
Catholic	5	0	2	71
Christian Reformed	1	0	1	50
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	1	2	1	25
Mennonite	0	1	0	0
Seventh-Day Adventist . .	1	4	3	13
United Church	1	1	0	50
Total Private administrators	15	9	10	44
Public school administrators	11	40	3	20
Total administrators	26	49	13	30

TABLE XIX
PARTIAL AID FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	6	0	40
Anglican	1	1	0	50
Catholic	19	4	7	63
Christian Reformed	3	1	0	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	0	1	1	0
Seventh-Day Adventist	2	1	2	40
Total Private administrators	30	14	11	55
Public school administrators	3	34	1	8
Total administrators	33	48	12	35

TABLE XX
LOCAL DISTRICT TAXATION FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1	3	1	20
Alliance	0	1	0	0
Catholic	2	4	1	29
Christian Reformed	1	0	1	50
Hebrew	0	0	1	0
Hutterite	0	1	0	0
Interdenominational	0	2	0	0
Lutheran	0	3	1	0
Mennonite	0	1	0	0
Seventh-Day Adventist	0	8	0	0
United Church	0	2	0	0
Total Private administrators	4	25	5	12
Public school administrators	8	44	2	15
Total administrators	12	69	7	14

TABLE XXI

LOCAL DISTRICT TAXATION FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1	4	5	10
Anglican	0	1	1	0
Catholic	15	10	5	50
Christian Reformed	0	3	1	0
Hebrew	0	1	0	0
Lutheran	0	1	0	0
Mennonite	0	2	0	0
Seventh-Day Adventist . . .	0	4	1	0
Total Private administrators	16	26	13	29
Public school administrators	2	34	2	5
Total administrators	18	60	15	19

TABLE XXII
LOCAL DISTRICT TAXATION FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1	3	1	20
Alliance	0	1	0	0
Catholic	2	4	1	29
Christian Reformed	2	0	0	100
Hebrew	0	1	0	0
Hutterite	0	1	0	0
Interdenominational . . .	0	1	1	0
Lutheran	0	3	1	0
Mennonite	1	0	0	100
Seventh-Day Adventist . .	0	6	2	0
United Church	0	2	0	0
Total Private administrators	6	22	6	18
Public school administrators	4	48	2	7
Total administrators	10	70	8	11

TABLE XXIII

LOCAL DISTRICT TAXATION FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1	7	2	10
Anglican	0	1	1	0
Catholic	8	8	14	9
Christian Reformed	0	3	1	0
Hebrew	0	1	0	0
Lutheran	0	0	1	0
Mennonite	0	1	1	0
Seventh-Day Adventist	2	1	2	40
Total Private administrators	11	22	22	20
Public school administrators	1	36	1	3
Total administrators	12	58	23	13

1940-1941 Annual Report of the Board of Directors of the

The following table shows the results of the operations of the Corporation for the year ended December 31, 1940.

Income	Expenses	Assets	Liabilities	Equity
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					Income	Expenses	Assets	Liabilities	Equity
1940	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9
	1	2	3	4	5	6	7	8	9

1940	1	2	3	4	5	6	7	8	9
1940	1	2	3	4	5	6	7	8	9

1940	1	2	3	4	5	6	7	8	9
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TABLE XXIV
PROPERTY TAX-EXEMPTION FOR PAROCHIAL
SCHOOLS IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2	2	1	40
Alliance	1	0	0	100
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist	8	0	0	100
United Church	2	0	0	100
Total Private administrators	30	2	2	88
Public school administrators	30	24	0	56
Total administrators	60	26	2	68

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TABLE XXV
PROPERTY TAX-EXEMPTION FOR PAROCHIAL
SCHOOLS IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	7	0	3	70
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	4	0	0	100
Hebrew	0	0	1	0
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist	4	1	0	80
Total Private administrators	50	1	4	91
Public school administrators	14	22	2	37
Total administrators	64	23	6	69

THE STATE OF TEXAS

COUNTY OF DALLAS

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Know all men that I, JOHN A. SMITH, of the County of DALLAS, State of TEXAS, do hereby certify that the within and foregoing is a true and correct copy of the original as the same appears from the records of said County.

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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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TABLE XXVI
PROPERTY TAX-EXEMPTION FOR NONPAROCHIAL
SCHOOLS IN ALBERTA

Jurors	Response			percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3	2	0	60
Alliance	1	0	0	100
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	0	1	1	0
Lutheran	3	1	0	75
Mennonite	1	0	0	100
Seventh-Day Adventist . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators	27	4	3	79
Public school administrators	25	28	1	46
Total administrators	52	32	4	59

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TABLE XXVII
PROPERTY TAX-EXEMPTION FOR NONPAROCHIAL
SCHOOLS IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	9	1	0	90
Anglican	2	0	0	100
Catholic	23	0	7	77
Christian Reformed	4	0	0	100
Hebrew.	0	0	1	0
Lutheran	0	0	1	0
Mennonite	1	0	1	50
Seventh-Day Adventist	2	0	3	40
Total Private administrators	41	1	13	75
Public school administrators	12	24	2	32
Total administrators	53	25	15	57

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TABLE XXVIII
COURSES OF STUDY FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	1	0	0	100
Catholic	6	0	1	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . . .	8	0	0	100
United Church	2	0	0	100
Total Private administrators	31	0	3	91
Public school administrators	53	0	1	98
Total administrators	84	0	4	95

1941-1942

1941-1942

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1941-1942

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1941-1942

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1941-1942

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1941-1942

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TABLE XXIX
COURSES OF STUDY FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	6	0	4	60
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	5	0	0	100
Total Private administrators	51	0	4	93
Public school administrators	38	0	0	100
Total administrators	89	0	4	96

TABLE XXX
COURSES OF STUDY FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	1	0	0	100
Catholic	6	0	1	86
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators	30	0	4	88
Public school administrators	51	2	1	94
Total administrators	81	2	5	92

TABLE XXXI
COURSES OF STUDY FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Responses			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	9	1	0	90
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist .	3	0	2	60
Total Private administrators	46	1	8	84
Public school administrators	38	0	0	100
Total administrators	84	1	8	90

TABLE XXXII
SUPERVISORY SERVICES FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	1	0	0	100
Catholic	4	1	2	59
Christian Reformed	1	1	0	50
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	6	2	0	75
United Church	2	0	0	100
Total Private administrators	26	4	4	76
Public school administrators	43	8	3	80
Total administrators	69	12	7	78

1940-1941

1940-1941

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TABLE XXXIII
SUPERVISORY SERVICES FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response		No Opinion	Percentage of "Yes" replies.
	Yes	No		
Private school administrators				
Nonparochial	2	2	6	20
Anglican	0	1	1	0
Catholic	27	3	0	90
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	4	1	0	80
Total Private administrators.	41	7	7	75
Public school administrators	17	21	0	45
Total administrators	58	28	7	62

[illegible]

TABLE XXXIV
SUPERVISORY SERVICES FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response		No Opinion	Percentage of "Yes" Replies
	Yes	No		
Private school administrators				
Nonparochial	5	0	0	100
Alliance	1	0	0	100
Catholic	4	1	2	59
Christian Reformed	1	1	0	50
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist	5	2	1	63
United Church	2	0	0	100
Total Private administrators	25	4	5	74
Public school administrators	43	8	3	80
Total administrators	68	12	8	77

1. Introduction 2. Methodology 3. Results 4. Discussion 5. Conclusion

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The first part of the study is a literature review. The second part is a data collection. The third part is a data analysis. The fourth part is a conclusion.

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Table 1: Data Collection			Table 2: Data Analysis
1	2	3	
4	5	6	
7	8	9	
10	11	12	
13	14	15	
16	17	18	
19	20	21	.....
22	23	24	.....
25	26	27	.....
28	29	30	.....
31	32	33	.....
34	35	36	.....
37	38	39	.....
40	41	42	.....
43	44	45	.....
46	47	48	.....
49	50	51	.....
52	53	54	.....
55	56	57	.....
58	59	60	.....
61	62	63	.....
64	65	66	.....
67	68	69	.....
70	71	72	.....
73	74	75	
76	77	78	
79	80	81	
82	83	84	
85	86	87	
88	89	90	
91	92	93	
94	95	96	
97	98	99	
100	101	102	

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The first part of the study is a literature review. The second part is a data collection. The third part is a data analysis. The fourth part is a conclusion.

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The first part of the study is a literature review. The second part is a data collection. The third part is a data analysis. The fourth part is a conclusion.

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TABLE XXXV
SUPERVISORY SERVICES FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No opinion	
Private school administrators				
Nonparochial	5	3	2	50
Anglican	0	1	1	0
Catholic	19	4	7	63
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	2	0	3	40
Total Private administrators	33	8	14	60
Public school administrators	16	22	0	42
Total administrators	49	30	14	53

1. Introduction

2. Theoretical Framework

The following table presents the results of the regression analysis.

Variable	Dependent Variable	Independent Variable	Control Variable
Y1	Y2	X1	X2
Y3	Y4	X5	X6

The following table presents the results of the regression analysis.

Variable	Dependent Variable	Independent Variable	Control Variable
Y1	Y2	X1	X2
Y3	Y4	X5	X6
Y5	Y6	X7	X8
Y7	Y8	X9	X10
Y9	Y10	X11	X12
Y11	Y12	X13	X14
Y13	Y14	X15	X16
Y15	Y16	X17	X18
Y17	Y18	X19	X20
Y19	Y20	X21	X22
Y21	Y22	X23	X24
Y23	Y24	X25	X26
Y25	Y26	X27	X28
Y27	Y28	X29	X30
Y29	Y30	X31	X32
Y31	Y32	X33	X34
Y33	Y34	X35	X36
Y35	Y36	X37	X38
Y37	Y38	X39	X40
Y39	Y40	X41	X42
Y41	Y42	X43	X44
Y43	Y44	X45	X46
Y45	Y46	X47	X48
Y47	Y48	X49	X50
Y49	Y50	X51	X52
Y51	Y52	X53	X54
Y53	Y54	X55	X56
Y55	Y56	X57	X58
Y57	Y58	X59	X60
Y59	Y60	X61	X62
Y61	Y62	X63	X64
Y63	Y64	X65	X66
Y65	Y66	X67	X68
Y67	Y68	X69	X70
Y69	Y70	X71	X72
Y71	Y72	X73	X74
Y73	Y74	X75	X76
Y75	Y76	X77	X78
Y77	Y78	X79	X80
Y79	Y80	X81	X82
Y81	Y82	X83	X84
Y83	Y84	X85	X86
Y85	Y86	X87	X88
Y87	Y88	X89	X90
Y89	Y90	X91	X92
Y91	Y92	X93	X94
Y93	Y94	X95	X96
Y95	Y96	X97	X98
Y97	Y98	X99	X100

The following table presents the results of the regression analysis.

Variable	Dependent Variable	Independent Variable	Control Variable
Y1	Y2	X1	X2
Y3	Y4	X5	X6
Y5	Y6	X7	X8
Y7	Y8	X9	X10
Y9	Y10	X11	X12
Y11	Y12	X13	X14
Y13	Y14	X15	X16
Y15	Y16	X17	X18
Y17	Y18	X19	X20
Y19	Y20	X21	X22
Y21	Y22	X23	X24
Y23	Y24	X25	X26
Y25	Y26	X27	X28
Y27	Y28	X29	X30
Y29	Y30	X31	X32
Y31	Y32	X33	X34
Y33	Y34	X35	X36
Y35	Y36	X37	X38
Y37	Y38	X39	X40
Y39	Y40	X41	X42
Y41	Y42	X43	X44
Y43	Y44	X45	X46
Y45	Y46	X47	X48
Y47	Y48	X49	X50
Y49	Y50	X51	X52
Y51	Y52	X53	X54
Y53	Y54	X55	X56
Y55	Y56	X57	X58
Y57	Y58	X59	X60
Y59	Y60	X61	X62
Y61	Y62	X63	X64
Y63	Y64	X65	X66
Y65	Y66	X67	X68
Y67	Y68	X69	X70
Y69	Y70	X71	X72
Y71	Y72	X73	X74
Y73	Y74	X75	X76
Y75	Y76	X77	X78
Y77	Y78	X79	X80
Y79	Y80	X81	X82
Y81	Y82	X83	X84
Y83	Y84	X85	X86
Y85	Y86	X87	X88
Y87	Y88	X89	X90
Y89	Y90	X91	X92
Y91	Y92	X93	X94
Y93	Y94	X95	X96
Y95	Y96	X97	X98
Y97	Y98	X99	X100

The following table presents the results of the regression analysis.

Variable	Dependent Variable	Independent Variable	Control Variable
Y1	Y2	X1	X2
Y3	Y4	X5	X6
Y5	Y6	X7	X8
Y7	Y8	X9	X10
Y9	Y10	X11	X12
Y11	Y12	X13	X14
Y13	Y14	X15	X16
Y15	Y16	X17	X18
Y17	Y18	X19	X20
Y19	Y20	X21	X22
Y21	Y22	X23	X24
Y23	Y24	X25	X26
Y25	Y26	X27	X28
Y27	Y28	X29	X30
Y29	Y30	X31	X32
Y31	Y32	X33	X34
Y33	Y34	X35	X36
Y35	Y36	X37	X38
Y37	Y38	X39	X40
Y39	Y40	X41	X42
Y41	Y42	X43	X44
Y43	Y44	X45	X46
Y45	Y46	X47	X48
Y47	Y48	X49	X50
Y49	Y50	X51	X52
Y51	Y52	X53	X54
Y53	Y54	X55	X56
Y55	Y56	X57	X58
Y57	Y58	X59	X60
Y59	Y60	X61	X62
Y61	Y62	X63	X64
Y63	Y64	X65	X66
Y65	Y66	X67	X68
Y67	Y68	X69	X70
Y69	Y70	X71	X72
Y71	Y72	X73	X74
Y73	Y74	X75	X76
Y75	Y76	X77	X78
Y77	Y78	X79	X80
Y79	Y80	X81	X82
Y81	Y82	X83	X84
Y83	Y84	X85	X86
Y85	Y86	X87	X88
Y87	Y88	X89	X90
Y89	Y90	X91	X92
Y91	Y92	X93	X94
Y93	Y94	X95	X96
Y95	Y96	X97	X98
Y97	Y98	X99	X100

The following table presents the results of the regression analysis.

TABLE XXXVI
ADMINISTRATIVE SERVICES FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	1	0	0	100
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	8	0	0	100
United Church	2	0	0	100
Total Private administrators	31	1	2	91
Public school administrators	50	3	1	93
Total administrators	81	4	3	92

1. *Introduction* 2. *Methodology* 3. *Results* 4. *Discussion* 5. *Conclusion*

The purpose of this study is to investigate the effects of the proposed system on the performance of the system. The study is divided into five main sections: Introduction, Methodology, Results, Discussion, and Conclusion.

				1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion
1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion
2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion
3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction
4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology
5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results
1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion
2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion
3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction
4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology
5. Conclusion	1. Introduction	2. Methodology	3. Results	4. Discussion	5. Conclusion	1. Introduction	2. Methodology	3. Results

The results of the study show that the proposed system has a significant positive effect on the performance of the system. The study is divided into five main sections: Introduction, Methodology, Results, Discussion, and Conclusion.

The conclusion of the study is that the proposed system is a viable solution for the problem at hand. The study is divided into five main sections: Introduction, Methodology, Results, Discussion, and Conclusion.

TABLE XXXVII
ADMINISTRATIVE SERVICES FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	6	1	3	60
Anglican	2	0	0	100
Catholic	29	1	0	97
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	5	0	0	100
Total Private administrators	50	2	3	91
Public school administrators	24	13	1	63
Total administrators	74	15	4	80

1. Introduction 2. Methodology 3. Results 4. Discussion 5. Conclusion

The purpose of this study is to investigate the effects of the proposed method on the performance of the system. The results show that the proposed method significantly improves the performance of the system compared to the baseline method.

Method	Accuracy	Precision	Recall	F1 Score
Baseline	0.85	0.80	0.82	0.82
Proposed Method	0.92	0.88	0.90	0.89
Comparison Method 1	0.88	0.85	0.87	0.86
Comparison Method 2	0.86	0.83	0.84	0.83
Comparison Method 3	0.87	0.84	0.85	0.84
Comparison Method 4	0.89	0.86	0.87	0.86
Comparison Method 5	0.90	0.87	0.88	0.87

The results of the experiments show that the proposed method outperforms the baseline method and the comparison methods. The proposed method achieves a higher accuracy, precision, recall, and F1 score than the other methods.

In conclusion, the proposed method is an effective approach for improving the performance of the system. The results of the experiments demonstrate the superiority of the proposed method over the baseline method and the comparison methods.

TABLE XXXVIII

ADMINISTRATIVE SERVICES FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	1	0	0	100
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators	30	1	3	88
Public school administrators	51	2	1	94
Total administrators	81	3	4	92

TABLE XXXIX

ADMINISTRATIVE SERVICES FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	7	3	0	70
Anglican	2	0	0	100
Catholic	24	1	5	80
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	2	0	3	40
Total Private administrators	42	4	9	76
Public school administrators	24	13	1	63
Total administrators	66	17	10	71

MEMORANDUM

TO : THE SECRETARY OF DEFENSE
FROM : THE SECRETARY OF THE ARMY
SUBJECT: [Illegible]

1. [Illegible]

2. [Illegible]

- 3. [Illegible]
- 4. [Illegible]
- 5. [Illegible]
- 6. [Illegible]
- 7. [Illegible]
- 8. [Illegible]
- 9. [Illegible]
- 10. [Illegible]

11. [Illegible]

12. [Illegible]

13. [Illegible]

14. [Illegible]

15. [Illegible]

TABLE XL
HEALTH SERVICES FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	0	1	0	0
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	8	0	0	100
United Church	2	0	0	100
Total Private administrators	30	2	2	88
Public school administrators	51	2	1	94
Total administrators	81	4	3	91

THE ANNUAL REPORT OF THE COMMISSIONER OF THE LAND OFFICE FOR THE YEAR 1900

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TABLE XLI
HEALTH SERVICES FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	8	0	2	80
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	4	0	1	80
Total Private administrators	52	0	3	95
Public school administrators	32	4	2	84
Total administrators	84	4	5	90

1940

The following table shows the number of persons in the United States in 1940, by age, sex, and race.

Total population 132,329,141

Age	Male	Female	Total
Under 15	30,000,000	28,000,000	58,000,000
15 to 64	40,000,000	38,000,000	78,000,000
65 and over	10,000,000	12,000,000	22,000,000
Total	80,000,000	78,000,000	158,000,000

Race	Male	Female	Total
White	60,000,000	58,000,000	118,000,000
Black	10,000,000	12,000,000	22,000,000
Hispanic	5,000,000	5,000,000	10,000,000
Other	5,000,000	5,000,000	10,000,000
Total	80,000,000	78,000,000	158,000,000

Sex	Male	Female	Total
Male	80,000,000	78,000,000	158,000,000
Female	78,000,000	78,000,000	156,000,000
Total	158,000,000	156,000,000	314,000,000

Married	Male	Female	Total
Married	40,000,000	40,000,000	80,000,000
Single	40,000,000	38,000,000	78,000,000
Total	80,000,000	78,000,000	158,000,000

TABLE XLII
HEALTH SERVICES FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	0	1	0	0
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators	29	2	3	85
Public school administrators	50	3	1	93
Total administrators	79	5	4	90

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

TABLE XLIII
HEALTH SERVICES FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	9	1	0	90
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist	3	0	2	60
Total Private administrators	46	1	8	84
Public school administrators	32	4	2	84
Total administrators	78	5	10	84

TABLE XLIV
LIBRARY SERVICES FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	0	1	0	0
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	3	0	1	75
Mennonite	1	0	0	100
Seventh-Day Adventist . .	6	2	0	75
United Church	2	0	0	100
Total Private administrators	28	3	3	82
Public school administrators	42	7	5	78
Total administrators	70	10	8	80

TABLE XLV
LIBRARY SERVICES FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	2	3	50
Anglican	0	0	2	0
Catholic	30	0	0	100
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	3	1	1	60
Total Private administrators	46	3	6	84
Public school administrators	21	15	2	55
Total administrators	67	18	8	72

TABLE XLVI
LIBRARY SERVICES FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	NO Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	0	1	0	0
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational	1	0	1	50
Lutheran	3	1	0	75
Mennonite	1	0	0	100
Seventh-Day Adventist . . .	5	2	1	63
United Church	2	0	0	100
Total Private administrators	27	4	3	79
Public school administrators	43	6	5	80
Total administrators	70	10	8	80

TABLE XLVII
LIBRARY SERVICES FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	6	3	1	60
Anglican	0	0	2	0
Catholic	25	0	5	83
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	2	0	3	40
Total Private administrators	40	3	12	73
Public school administrators	19	17	2	50
Total administrators	59	20	14	63

TABLE XLVIII
AUDIO-VISUAL AIDS FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	0	1	0	0
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	6	2	0	75
United Church	2	0	0	100
Total Private administrators	29	3	2	85
Public school administrators	39	9	6	72
Total administrators	68	12	8	77

1944 Annual Report of the Board of Directors

The Board of Directors of the United States National Bank, organized in 1863, has the honor to submit herewith its annual report for the year ending December 31, 1944.

The Board of Directors
 United States National Bank
 New York City

December 31, 1944

The following table shows the assets and liabilities of the United States National Bank as of December 31, 1944:

Assets		Liabilities	
Cash	\$1,000,000	Capital	\$1,000,000
U.S. Government Securities	5,000,000	Reserves	5,000,000
State and Local Government Securities	10,000,000	Deposits	10,000,000
Commercial Loans	20,000,000	Other Liabilities	10,000,000
Real Estate	10,000,000		
Other Assets	5,000,000		
Total Assets	\$51,000,000	Total Liabilities	\$51,000,000

TABLE XLIX
AUDIO-VISUAL AIDS FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	3	3	40
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	4	0	1	80
Total Private administrators	46	3	6	84
Public school administrators	18	19	1	47
Total administrators	64	22	7	69

TABLE L
AUDIO-VISUAL AIDS FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administration				
Nonparochial	5	0	0	100
Alliance	0	1	0	0
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	6	1	1	75
United Church	2	0	0	100
Total Private administrators	29	2	3	85
Public school administrators	40	8	6	74
Total administrators	69	10	9	78

TABLE LI
AUDIO-VISUAL AIDS FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administration				
Nonparochial	6	4	0	60
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist	2	0	3	40
Total Private administrators	41	4	10	75
Public school administrators	16	21	1	42
Total administrators	57	25	11	61

TABLE LII
TESTS AND MEASUREMENTS FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3	0	2	60
Alliance	1	0	0	100
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist	8	0	0	100
United Church	2	0	0	100
Total Private administrators	31	0	3	91
Public school administrators	48	3	3	89
Total administrators	79	3	6	90

TABLE LIII
TESTS AND MEASUREMENTS FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	7	0	3	70
Anglican	2	0	0	100
Catholic	29	1	0	97
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	4	0	1	80
Total Private administrators	50	1	4	91
Public school administrators	24	14	0	63
Total administrators	74	15	4	80

1940

The following table shows the results of the 1940 election for the United States House of Representatives.

The following table shows the results of the 1940 election for the United States House of Representatives.

State	Democrat	Republican	Other
Alabama	10	0	0
Alaska	0	0	0
Arizona	0	0	0
Arkansas	0	0	0
California	0	0	0
Colorado	0	0	0
Connecticut	0	0	0
Delaware	0	0	0
District of Columbia	0	0	0
Florida	0	0	0
Georgia	0	0	0
Hawaii	0	0	0
Idaho	0	0	0
Illinois	0	0	0
Indiana	0	0	0
Iowa	0	0	0
Kansas	0	0	0
Kentucky	0	0	0
Louisiana	0	0	0
Maine	0	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	0	0	0
Minnesota	0	0	0
Mississippi	0	0	0
Missouri	0	0	0
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	0	0	0
North Carolina	0	0	0
North Dakota	0	0	0
Ohio	0	0	0
Oklahoma	0	0	0
Oregon	0	0	0
Pennsylvania	0	0	0
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	0	0	0
Texas	0	0	0
Utah	0	0	0
Vermont	0	0	0
Virginia	0	0	0
Washington	0	0	0
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0

State	Democrat	Republican	Other
Alabama	10	0	0
Alaska	0	0	0
Arizona	0	0	0
Arkansas	0	0	0
California	0	0	0
Colorado	0	0	0
Connecticut	0	0	0
Delaware	0	0	0
District of Columbia	0	0	0
Florida	0	0	0
Georgia	0	0	0
Hawaii	0	0	0
Idaho	0	0	0
Illinois	0	0	0
Indiana	0	0	0
Iowa	0	0	0
Kansas	0	0	0
Kentucky	0	0	0
Louisiana	0	0	0
Maine	0	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	0	0	0
Minnesota	0	0	0
Mississippi	0	0	0
Missouri	0	0	0
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	0	0	0
North Carolina	0	0	0
North Dakota	0	0	0
Ohio	0	0	0
Oklahoma	0	0	0
Oregon	0	0	0
Pennsylvania	0	0	0
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	0	0	0
Texas	0	0	0
Utah	0	0	0
Vermont	0	0	0
Virginia	0	0	0
Washington	0	0	0
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0

The following table shows the results of the 1940 election for the United States House of Representatives.

State	Democrat	Republican	Other
Alabama	10	0	0
Alaska	0	0	0
Arizona	0	0	0
Arkansas	0	0	0
California	0	0	0
Colorado	0	0	0
Connecticut	0	0	0
Delaware	0	0	0
District of Columbia	0	0	0
Florida	0	0	0
Georgia	0	0	0
Hawaii	0	0	0
Idaho	0	0	0
Illinois	0	0	0
Indiana	0	0	0
Iowa	0	0	0
Kansas	0	0	0
Kentucky	0	0	0
Louisiana	0	0	0
Maine	0	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	0	0	0
Minnesota	0	0	0
Mississippi	0	0	0
Missouri	0	0	0
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	0	0	0
North Carolina	0	0	0
North Dakota	0	0	0
Ohio	0	0	0
Oklahoma	0	0	0
Oregon	0	0	0
Pennsylvania	0	0	0
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	0	0	0
Texas	0	0	0
Utah	0	0	0
Vermont	0	0	0
Virginia	0	0	0
Washington	0	0	0
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0

The following table shows the results of the 1940 election for the United States House of Representatives.

State	Democrat	Republican	Other
Alabama	10	0	0
Alaska	0	0	0
Arizona	0	0	0
Arkansas	0	0	0
California	0	0	0
Colorado	0	0	0
Connecticut	0	0	0
Delaware	0	0	0
District of Columbia	0	0	0
Florida	0	0	0
Georgia	0	0	0
Hawaii	0	0	0
Idaho	0	0	0
Illinois	0	0	0
Indiana	0	0	0
Iowa	0	0	0
Kansas	0	0	0
Kentucky	0	0	0
Louisiana	0	0	0
Maine	0	0	0
Maryland	0	0	0
Massachusetts	0	0	0
Michigan	0	0	0
Minnesota	0	0	0
Mississippi	0	0	0
Missouri	0	0	0
Montana	0	0	0
Nebraska	0	0	0
Nevada	0	0	0
New Hampshire	0	0	0
New Jersey	0	0	0
New Mexico	0	0	0
New York	0	0	0
North Carolina	0	0	0
North Dakota	0	0	0
Ohio	0	0	0
Oklahoma	0	0	0
Oregon	0	0	0
Pennsylvania	0	0	0
Rhode Island	0	0	0
South Carolina	0	0	0
South Dakota	0	0	0
Tennessee	0	0	0
Texas	0	0	0
Utah	0	0	0
Vermont	0	0	0
Virginia	0	0	0
Washington	0	0	0
West Virginia	0	0	0
Wisconsin	0	0	0
Wyoming	0	0	0

TABLE LIV
TESTS AND MEASUREMENTS FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	1	0	0	100
Catholic	7	0	0	100
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators	30	0	4	88
Public school administrators	47	4	3	87
Total administrators	77	4	7	88

TABLE LV
TESTS AND MEASUREMENTS FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	9	1	0	90
Anglican	2	0	0	100
Catholic	24	1	5	80
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	3	0	2	60
Total Private administrators	45	2	8	82
Public School administrators	23	15	0	61
Total administrators	68	17	8	73

TABLE LVI
PROVINCIAL TEXTBOOKS FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	0	1	0	0
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	2	0	0	100
Lutheran	3	0	1	75
Mennonite	1	0	0	100
Seventh-Day Adventist . .	6	2	0	75
United Church	1	0	1	50
Total Private administrators	26	4	4	76
Public school administrators	46	7	1	85
Total administrators	72	11	5	82

TABLE LVII
 PROVINCIAL TEXTBOOKS FOR PAROCHIAL SCHOOLS
 IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	6	0	4	60
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	4	1	0	80
Total Private administrators	50	1	4	91
Public school administrators	23	15	0	61
Total administrators	73	16	4	78

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TABLE LVIII
PROVINCIAL TEXTBOOKS FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	0	1	0	0
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	3	0	1	75
Mennonite	1	0	0	100
Seventh-Day Adventist . .	5	2	1	63
United Church	1	0	1	50
Total Private administrators	25	4	5	74
Public school administrators	45	8	1	83
Total administrators	70	12	6	80

THE STATE OF NEW YORK

IN SENATE

January 1, 1900.

REPORT OF THE COMMISSIONERS OF THE LAND OFFICE, IN RESPONSE TO A RESOLUTION PASSED BY THE SENATE, MAY 1, 1899.

ALBANY: J. B. LIPPINCOTT & COMPANY, PRINTERS, 1900.

LANDS BELONGING TO THE STATE.		ACRES.
1. Lands purchased by the State.	184,000	184,000
2. Lands donated to the State.	1,000	1,000
3. Lands acquired by the State.	1,000	1,000
4. Lands reserved by the State.	1,000	1,000
5. Lands purchased by the State.	1,000	1,000
6. Lands donated to the State.	1,000	1,000
7. Lands acquired by the State.	1,000	1,000
8. Lands reserved by the State.	1,000	1,000
9. Lands purchased by the State.	1,000	1,000
10. Lands donated to the State.	1,000	1,000
11. Lands acquired by the State.	1,000	1,000
12. Lands reserved by the State.	1,000	1,000
13. Lands purchased by the State.	1,000	1,000
14. Lands donated to the State.	1,000	1,000
15. Lands acquired by the State.	1,000	1,000
16. Lands reserved by the State.	1,000	1,000
17. Lands purchased by the State.	1,000	1,000
18. Lands donated to the State.	1,000	1,000
19. Lands acquired by the State.	1,000	1,000
20. Lands reserved by the State.	1,000	1,000

ALBANY: J. B. LIPPINCOTT & COMPANY, PRINTERS, 1900.

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ALBANY: J. B. LIPPINCOTT & COMPANY, PRINTERS, 1900.

TABLE LIX
PROVINCIAL TEXTBOOKS FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	8	1	1	80
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	4	0	0	100
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	2	0	3	40
Total Private administrators	44	1	10	80
Public school administrators	22	16	0	58
Total administrators	66	17	10	71

TABLE LX
TRANSPORTATION FOR PAROCHIAL SCHOOL CHILDREN
IN ALBERTA

Jurors	Response			Percentage of "Yes" replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2	2	1	40
Alliance	0	1	0	0
Catholic	6	0	1	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	0	0	1	0
Interdenominational . . .	2	0	0	100
Lutheran	3	0	1	75
Mennonite	1	0	0	100
Seventh-Day Adventist . .	5	3	0	63
United Church	2	0	0	100
Total Private administrators	23	6	5	68
Public school administrators	19	29	6	35
Total administrators	42	35	11	48

TABLE LXI
TRANSPORTATION FOR PAROCHIAL SCHOOL CHILDREN
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No.	No Opinion	
Private school administrators				
Nonparochial	4	3	3	40
Anglican	0	1	1	0
Catholic	29	0	1	97
Christian Reformed	4	0	0	100
Hebrew	0	0	1	0
Lutheran	0	1	0	0
Mennonite	1	0	1	50
Seventh-Day Adventist . .	2	2	1	40
Total Private administrators	40	7	8	73
Public school administrators	5	31	2	13
Total administrators	45	38	10	48

CHƯƠNG 1

ĐIỀU KIỆN VÀ CÁC ĐỊNH NGHĨA

(Chưa có nội dung chi tiết)

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TABLE LXII
TRANSPORTATION FOR NONPAROCHIAL SCHOOL CHILDREN
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	1	0	80
Alliance	0	1	0	0
Catholic	6	0	1	86
Christian Reformed	2	0	0	100
Hebrew	0	1	0	0
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	3	0	1	75
Mennonite	1	0	1	50
Seventh-Day Adventist . .	6	1	1	75
United Church	2	0	0	100
Total Private administrators.	25	4	5	74
Public school administrators	19	29	6	35
Total administrators	44	33	11	50

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TABLE LXIII
TRANSPORTATION FOR NONPAROCHIAL SCHOOL CHILDREN
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	5	1	40
Anglican	0	1	1	0
Catholic	24	0	6	80
Christian Reformed	4	0	0	100
Hebrew	0	0	1	0
Lutheran	0	0	1	0
Mennonite	1	0	1	50
Seventh-Day Adventist . .	2	1	2	40
Total Private administrators.	35	7	13	64
Public school administrators.	3	33	2	8
Total administrators	38	40	15	41

THE UNIVERSITY OF CHICAGO DEPARTMENT OF MATHEMATICS RESEARCH REPORT

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TABLE LXIV
TEACHERS' PENSION PLANS FOR PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	0	1	0	0
Catholic	6	0	1	86
Christian Reformed	1	1	0	50
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational . . .	1	1	0	50
Lutheran	1	3	0	25
Mennonite	1	0	0	100
Seventh-Day Adventist . .	4	4	0	50
United Church	2	0	0	100
Total Private administrators	21	10	3	62
Public school administrators	46	6	2	85
Total administrators	67	16	5	76

THE JOURNAL

VOLUME 100 NUMBER 1 JANUARY 1975

CONTENTS

Editorial	1
Book Reviews	10
Notes	15
Index	20

THE JOURNAL OF THE AMERICAN SOCIETY OF CLIMATE ENGINEERS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
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THE JOURNAL OF THE AMERICAN SOCIETY OF CLIMATE ENGINEERS

TABLE LXV
TEACHERS' PENSION PLANS FOR PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	3	3	40
Anglican	2	0	0	100
Catholic	29	0	1	97
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	1	1	3	20
Total Private Administrators	43	4	8	78
Public school administrators	14	22	2	37
Total administrators	57	26	10	61

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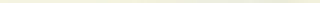
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TABLE LXVI
TEACHERS' PENSION PLANS FOR NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	1	0	0	100
Catholic	6	0	1	86
Christian Reformed	1	1	0	50
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	1	2	1	25
Mennonite	1	0	0	100
Seventh-Day Adventist . .	5	2	1	63
United Church	2	0	0	100
Total Private Administrators .	24	5	5	71
Public school Administrators .	46	6	2	85
Total Administrators	70	11	7	80



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TABLE LXVII
TEACHERS' PENSION PLANS FOR NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage Of "yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	4	1	50
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	1	0	4	20
Total private administrators	39	4	12	71
Public school administrators	12	24	2	32
Total administrators	51	28	14	55

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TABLE LXVIII
EXPERIENCE CREDITED FOR SERVICE IN PAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	0	1	80
Alliance	1	0	0	100
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist	7	0	1	88
United Church	2	0	0	100
Total Private administrators	30	1	3	88
Public school administrators	47	6	1	87
Total administrators	77	7	4	88

TABLE LXIX
EXPERIENCE CREDITED FOR SERVICE IN PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	7	0	3	70
Anglican	2	0	0	100
Catholic	30	0	0	100
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	1	0	0	100
Mennonite	2	0	0	100
Seventh-Day Adventist . .	5	0	0	100
Total Private administrators	51	0	4	93
Public School administrators	15	22	1	39
Total administrators	66	22	5	71

TABLE LXX

EXPERIENCE CREDITED FOR SERVICE IN NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5	0	0	100
Alliance	1	0	0	100
Catholic	6	1	0	86
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	7	0	1	88
United Church	2	0	0	100
Total Private administrators.	30	1	3	88
Public school administrators.	47	4	3	87
Total administrators	77	5	6	88

TABLE LXXI
EXPERIENCE CREDITED FOR SERVICE IN NONPAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	9	1	0	90
Anglican	2	0	0	100
Catholic	25	0	5	83
Christian Reformed	3	0	1	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	3	0	2	60
Total Private administrators	45	1	9	82
Public school administrators	14	23	1	37
Total administrators	59	24	10	63

1. Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The study is organized as follows:

2. Methodology
 The methodology used in this study is a combination of experimental and analytical methods. The experimental method involves the use of a test rig to measure the performance of the system under different conditions. The analytical method involves the use of mathematical models to predict the performance of the system.

Parameter	Value	Unit
Temperature	25	°C
Pressure	1.0	bar
Flow rate	1.0	m³/s
Power	1.0	W
Efficiency	0.8	
Losses	0.2	
Time	1.0	s
Distance	1.0	m

3. Results and Discussion
 The results of the study show that the performance of the system is significantly affected by the temperature, pressure, and flow rate. The efficiency of the system is also affected by the power and losses. The time and distance are also important factors in the performance of the system.

4. Conclusion
 The study concludes that the performance of the system is significantly affected by the temperature, pressure, and flow rate. The efficiency of the system is also affected by the power and losses. The time and distance are also important factors in the performance of the system.

TABLE LXXII
 PROVINCIAL CONTROL OF PAROCHIAL SCHOOLS
 IN ALBERTA

Jurors	Response			Percentages of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3	1	1	60
Alliance	0	0	1	0
Catholic	5	1	1	71
Christian Reformed	2	0	0	100
Hebrew	0	0	1	0
Hutterite	1	0	0	100
Interdenominational	2	0	0	100
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . . .	4	1	3	50
United Church	2	0	0	100
Total Private administrators	24	3	7	71
Public School administrators	50	3	1	93
Total administrators	74	6	8	84

TABLE LXXIII
PROVINCIAL CONTROL OF PAROCHIAL SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	3	3	40
Anglican	0	2	0	0
Catholic	25	3	2	83
Christian Reformed	3	1	0	75
Hebrew	1	0	0	100
Lutheran	0	1	0	0
Mennonite	2	0	0	100
Seventh-Day Adventist . .	3	1	1	60
Total Private administrators	38	11	6	69
Public school administrators	31	4	3	82
Total administrators	69	15	9	74

TABLE LXXIV
PROVINCIAL CONTROL OF NONPAROCHIAL SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	1	0	80
Alliance	0	0	1	0
Catholic	5	1	1	71
Christian Reformed	2	0	0	100
Hebrew	1	0	0	100
Hutterite	0	0	1	0
Interdenominational . . .	1	0	1	50
Lutheran	4	0	0	100
Mennonite	1	0	0	100
Seventh-Day Adventist . .	4	1	3	50
United Church	2	0	0	100
Total Private administrators	24	3	7	71
Public school administrators	49	4	1	91
Total administrators	73	7	8	83

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TABLE LXXV
 PROVINCIAL CONTROL OF NONPAROCHIAL SCHOOLS
 IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4	4	2	40
Anglican	0	2	0	0
Catholic	22	2	6	74
Christian Reformed	3	1	0	75
Hebrew	1	0	0	100
Lutheran	0	0	1	0
Mennonite	2	0	0	100
Seventh-Day Adventist . . .	2	0	3	40
Total Private administrators	34	9	12	62
Public school administrators	31	4	3	82
Total administrators	65	13	15	70

TABLE LXXVI
CURRICULUM OF PRIVATE SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4			80
Alliance	1			100
Catholic	4			59
Christian Reformed	1			50
Hebrew	1			100
Hutterite	1			100
Interdenominational . . .	2			100
Lutheran	4			100
Mennonite	1			100
Seventh-Day Adventist . .	7			88
United Church	2			100
Total Private administrators	28			82
Public school administrators	45			83
Total administrators	73			83

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TABLE LXXVII
CURRICULUM OF PRIVATE SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	5			50
Anglican	0			0
Catholic	15			50
Christian Reformed	1			25
Hebrew	1			100
Lutheran	0			0
Mennonite	2			100
Seventh-Day Adventist	2			40
Total Private administrators	26			47
Public school administrators	21			55
Total administrators	47			51

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TABLE LXXVIII
FINANCE OF PRIVATE SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	1			20
Alliance	0			0
Catholic	0			0
Christian Reformed	0			0
Hebrew	0			0
Hutterite	1			100
Interdenominational	0			0
Lutheran	0			0
Mennonite	0			0
Seventh-Day Adventist	0			0
United Church	0			0
Total Private administrators	1			3
Public school administrators	4			7
Total administrators	5			6

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TABLE LXXIX
FINANCE OF PRIVATE SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response		Percentage of "Yes" Replies
	Yes	No No Opinion	
Private school administrators			
Nonparochial	0		0
Anglican	0		0
Catholic	0		0
Christian Reformed	0		0
Hebrew	0		0
Lutheran	0		0
Mennonite	1		50
Seventh-Day Adventist . .	0		0
Total Private administrators	1		2
Public school administrators	1		3
Total administrators	2		2

TABLE LXXX
LOYALTY OF PRIVATE SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3			60
Alliance	1			100
Catholic	2			29
Christian Reformed	0			0
Hebrew	0			0
Hutterite	1			100
Interdenominational . . .	1			100
Lutheran	1			25
Mennonite	0			0
Seventh-Day Adventist . .	3			43
United Church	1			50
Total Private administrators	13			38
Public school administrators	22			41
Total administrators	35			40

TABLE LXXXI
LOYALTY OF PRIVATE SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2			20
Anglican	0			0
Catholic	11			37
Christian Reformed	1			25
Hebrew	0			0
Lutheran	0			0
Mennonite	1			50
Seventh-Day Adventist . .	0			0
Total Private administrators	15			27
Public school administrators	12			32
Total administrators	27			29

TABLE LXXXII
TEACHING TEXTS OF PRIVATE SCHOOLS
IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	4			80
Alliance	1			100
Catholic	2			29
Christian Reformed	1			50
Hebrew	1			100
Hutterite	1			100
Interdenominational . . .	2			100
Lutheran	2			50
Mennonite	1			100
Seventh-Day Adventist . .	4			50
United Church	2			100
Total Private administrators	21			62
Public school administrators	39			72
Total administrators	60			68

TABLE LXXXIII
TEACHING TEXTS OF PRIVATE SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	3			30
Anglican	0			0
Catholic	12			40
Christian Reformed	1			25
Hebrew	1			100
Lutheran	0			0
Mennonite	1			50
Seventh-Day Adventist . .	1			20
Total Private administrators	19			36
Public school administrators	19			50
Total administrators	38			41

Project 1

Mathematical modeling of the spread of the novel coronavirus (2019-nCoV) by utilising the data of the non-linear dynamics model and statistical analysis.

1. Introduction: The novel coronavirus (2019-nCoV) is a highly contagious virus that has caused a global health crisis. The spread of the virus is characterized by non-linear dynamics, making it challenging to model and predict. This project aims to develop a mathematical model to understand the spread of the virus and to evaluate the effectiveness of various control measures.

2. Data Collection: The data for this project is collected from various sources, including the World Health Organization (WHO) and the Center for Disease Control and Prevention (CDC). The data includes the number of confirmed cases, deaths, and recoveries over time.

3. Model Development: The model is developed based on the non-linear dynamics of the virus spread. The model is represented by a system of ordinary differential equations (ODEs) that describe the changes in the number of susceptible, exposed, infected, and recovered individuals over time. The model is solved using numerical methods, and the results are compared with the observed data.

4. Results and Discussion: The results of the model show that the spread of the virus is highly dependent on the initial conditions and the control measures. The model predicts that the spread of the virus will continue to increase unless effective control measures are implemented. The discussion highlights the importance of early intervention and the need for a coordinated response.

5. Conclusion: The project concludes that the mathematical model provides a valuable tool for understanding the spread of the novel coronavirus. The model can be used to evaluate the effectiveness of various control measures and to predict the future course of the epidemic.

TABLE LXXXIV
TEACHER CERTIFICATION IN PRIVATE SCHOOLS
OF ALBERTA

Jurors	Response		Percentage of "Yes" Replies
	Yes	No No Opinion	
Private school administrators			
Nonparochial	3		60
Alliance	1		100
Catholic	2		29
Christian Reformed	1		50
Hebrew	1		100
Hutterite	1		100
Interdenominational . . .	2		100
Lutheran	2		50
Mennonite	1		100
Seventh-Day Adventist . .	5		63
United Church	2		100
Total Private administrators	21		62
Public school administrators	41		76
Total administrators	62		70

TABLE LXXXV
TEACHER CERTIFICATION IN PRIVATE SCHOOLS
OF BRITISH COLUMBIA

Jurors	Response		Percentage of "Yes" Replies
	Yes	No No Opinion	
Private school administrators			
Nonparochial	2		20
Anglican	1		50
Catholic	9		30
Christian Reformed	2		50
Hebrew	1		100
Lutheran	0		0
Mennonite	1		50
Seventh-Day Adventist . .	1		20
Total Private administrators	17		31
Public school administrators	19		50
Total administrators	36		39

TABLE LXXXVI
RELIGIOUS INSTRUCTION IN PRIVATE SCHOOLS
OF ALBERTA

Jurors	Response		Percentage of "Yes" Replies.
	Yes	No No Opinion	
Private school administrators			
Nonparochial	1		20
Alliance	0		0
Catholic	0		0
Christian Reformed	0		0
Hebrew	0		0
Hutterite	0		0
Interdenominational	0		0
Lutheran	0		0
Mennonite	0		0
Seventh-Day Adventist	0		0
United Church	0		0
Total Private administrators	1		3
Public school administrators	8		15
Total administrators	9		10

TABLE LXXXVII
RELIGIOUS INSTRUCTION IN PRIVATE SCHOOLS
IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	0			0
Anglican	0			0
Catholic	3			10
Christian Reformed	0			0
Hebrew	1			100
Lutheran	0			0
Mennonite	0			0
Seventh-Day Adventist . .	0			0
Total Private administrators	4			7
Public school administrators	0			0
Total administrators	4			4

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TABLE LXXXVIII
REPORTING OF PRIVATE SCHOOLS IN ALBERTA

Jurors	Response			Percentage of "Yes" Replies.
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2			40
Alliance	1			100
Catholic	3			43
Christian Reformed	0			0
Hebrew	1			100
Hutterite	1			100
Interdenominational	2			100
Lutheran	4			100
Mennonite	1			100
Seventh-Day Adventist	1			13
United Church	2			100
Total Private administrators	11			32
Public school administrators	32			59
Total administrators	43			49

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TABLE LXXXIX
REPORTING OF PRIVATE SCHOOLS IN BRITISH COLUMBIA

Jurors	Response			Percentage of "Yes" Replies
	Yes	No	No Opinion	
Private school administrators				
Nonparochial	2			20
Anglican	0			0
Catholic	5			17
Christian Reformed	2			50
Hebrew	0			0
Lutheran	1			100
Mennonite	2			100
Seventh-Day Adventist . .	0			0
Total Private administrators	12			22
Public school administrators	11			29
Total administrators	23			25

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TABLE XC
PERCENTAGE OF THE ADMINISTRATORS FAVOURING
PUBLIC SUPPORT OF PAROCHIAL SCHOOLS
IN ALBERTA AND BRITISH COLUMBIA

Item	Administrators					
	Private		Public		Total	
	Alberta	B.C.	Alberta	B.C.	Alberta	B.C.
Full provincial support . .	41	67	13	8	24	43
Partial aid only	35	64	19	11	25	42
Local district taxation . .	12	29	15	5	14	19
Property tax-exemption . .	88	91	56	37	68	69
Courses of study	91	93	98	100	95	96
Supervisory services . . .	76	75	80	45	78	62
Administrative services . .	91	91	93	63	92	80
Health services	88	95	94	84	91	90
Library services	82	84	78	55	80	72
Audio-visual aids	85	84	72	47	77	69
Tests and measurements , ,	91	91	89	63	90	80
Provincial textbooks . . .	76	91	85	61	82	78
Transportation	68	73	35	13	48	48
Teachers' pension plan . .	62	78	85	37	76	61
Experience credited	88	93	87	39	88	71
Provincial control	71	69	93	82	84	74

TABLE XCI

PERCENTAGE OF THE ADMINISTRATORS FAVOURING
PUBLIC SUPPORT OF NONPAROCHIAL SCHOOLS
IN ALBERTA AND BRITISH COLUMBIA

Item	Administrators					
	Private		Public		Total	
	Alberta	B.C.	Alberta	B.C.	Alberta	B.C.
Full provincial support ...	53	55	11	3	27	33
Partial aid only	44	55	20	8	30	35
Local district taxation . .	18	20	7	3	11	13
Property tax-exemption . .	79	75	46	32	59	57
Courses of study	88	84	94	100	92	90
Supervisory services . . .	74	60	80	42	77	53
Administrative services . .	88	76	94	63	92	71
Health services	85	84	93	84	90	84
Library services	79	73	80	50	80	63
Audio-visual aids	85	75	74	42	78	61
Tests and measurements . .	88	82	87	61	88	73
Provincial textbooks . . .	74	80	83	58	80	71
Transportation	74	64	35	8	50	41
Teachers' pension plan . .	71	71	85	32	80	55
Experience credited	88	82	87	37	88	63
Provincial control	71	62	91	82	83	70

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